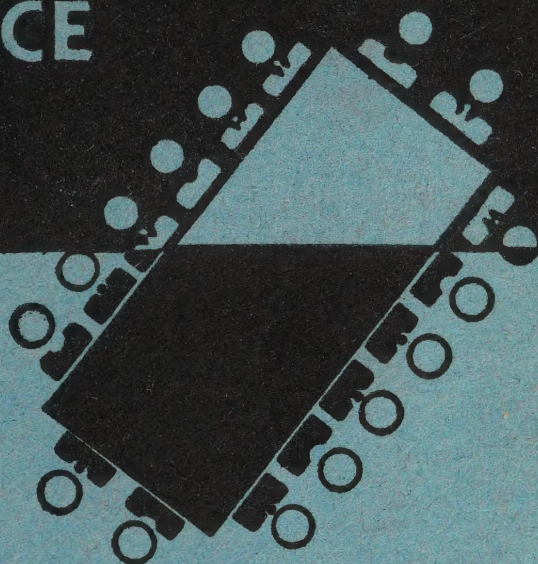


PROCEEDINGS OF THE 6TH NATIONAL CONFERENCE OF STATE SUPERVISORS OF OCCUPATIONAL INFORMATION AND GUIDANCE



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PROCEEDINGS OF THE 6TH NATIONAL CONFERENCE OF STATE SUPERVISORS OF OCCUPATIONAL INFORMATION AND GUIDANCE

U.S.A.

FEDERAL SECURITY AGENCY . . . Paul V. McNutt, *Administrator*

U. S. Office of Education

John W. Studebaker, *Commissioner*

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CONTENTS

	Page
Foreword-----	III
Membership of the Sixth National Conference of State Supervisors of Occupational Information and Guidance-----	V
I. Reports of the General Committees of the Conference:	
1. A One-Year Functional Graduate Program in Occupational Information and Guidance-----	3
2. How Can a Vocational Teacher Function as a Counselor for Those Enrolled in His Own Class?-----	10
3. A Comprehensive Plan for Collecting, Evaluating, Distributing, and Utilizing Occupational Information From the State Office to the Counselor's Office and to the Classroom-----	15
4. The Place of Testing in the Guidance Program-----	23
5. In-Service Training-----	27
6. The Guidance Program in the Elementary School-----	32
7. Relation of Work Experience to Guidance-----	42
8. Responsibilities and Duties of the Various Members of the School Personnel in the Guidance Program-----	46
II. Reports of the State Supervisor Committees—"The State Supervisor Examines His Job":	
1. Section VII of the State Plan as a Program of Action-----	52
2. Establishing Relationships on the State Level-----	64
3. Plan of Action in Local Communities-----	67
4. Training Local Counselors and Other School Staff Members in Essential Procedures-----	73
5. Resource Information and Other Services Which Can Properly Be Supplied From the State Office-----	76
6. The Supervisor's Annual Schedule-----	81
7. Relationships of the State Supervisor With the Federal Office and With Other State Supervisors-----	88
8. Compilation of Motions on Policy Adopted by State Supervisors of Occupational Information and Guidance at the Sixth National Conference-----	90
Appendix—Evaluation Blank-----	94

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FOREWORD

THE PURPOSE of the Sixth National Conference of State Supervisors of Occupational Information and Guidance (held July 24 to August 12, 1944, at Traverse City, Mich.) was not only to provide a means for the interchange of ideas by State supervisors. An additional purpose was to develop in the respective States leadership in support of the supervisors' activities. For this reason, participants were invited who by their attendance would add to their qualifications as leaders in various aspects of educational work that of a better understanding of the programs which the State supervisors were promoting. The list of participants will reveal the type and distribution of this section of the conference workers.

The proceedings are divided into two parts. Part I consists of a series of general committee reports on a group of problems selected at the first general session. Members were assigned to committees so far as possible in accordance with their expressed interests. This method of assignment was designed more to educate members of these committees through self-direction than to bring out reports based on the expertness of the membership. As it worked out, however, no committee was without one or more members with a good background in the topic of its report. Each committee further enhanced its ability to handle its subject by frequent consultation with members of the staff of the conference.

By agreement the reports were issued by the conference rather than by the individual committees, and may, therefore, be considered the consensus of persons from 34 States with a wide range of professional background and experience. The reports should not, however, be interpreted as official statements of the Occupational Information and Guidance Service of the U. S. Office of Education.

Part II consists of a series of statements designed to form a kind of manual or workbook, which might serve to a degree both as a job analysis of the State supervisor's duties, and as suggestions as to how his year's program can be made to carry out the various functions of his job. These reports were written, through work in subcommittees and in conferences, by the State supervisors themselves. They were not passed upon by the conference as a whole. Their purpose might be described as twofold:

1. To serve the newly appointed supervisor as an overview of the task he faces when he attacks the complicated responsibilities of his position.

2. To assist the experienced supervisor in keeping a sense of proportion as pressing duties tend to make it difficult for him to keep his program well-rounded and his objectives clearly seen.

Included in Part II is a summary of resolutions adopted by the State supervisors which may be interpreted as the conclusions of this group on some of the more pressing current problems which faced them in their year's program.

In an appendix is included an evaluation blank through which the leadership of the conference obtained many valuable suggestions as to the strong and weak points of the meeting for guidance in any possible similar meetings in the future.

The conference was under the general direction of Harry A. Jager, Chief, assisted by Royce E. Brewster, Fred M. Fowler, Walter J. Greenleaf, and Franklin R. Zeran, of the Occupational Information and Guidance Service. Jerry R. Hawke, Deputy Assistant U. S. Commissioner for Vocational Education, and Ward P. Beard, Executive Assistant in Vocational Education, rendered valuable service as consultants. Special appreciation is due to E. Simon, State Director for Vocational Education in Illinois, who brought the point of view of a State Director of Vocational Education to the deliberations of the meeting.

J. C. WRIGHT

Assistant U. S. Commissioner for Vocational Education

Membership of the 6th National Conference of State Supervisors of Occupational Information and Guidance, Traverse City, Mich., July 24–August 12, 1944

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Part I

I. Reports of the General Committees of the Conference

Name and Membership of the General Committees ¹

1. A One-Year Functional Graduate Program in Occupational Information and Guidance.

Stanley Hayden, *Chairman*
B. L. Dodds
O. E. McKnight

Elmer E. Puls
Roland G. Ross
Florence H. Van Bibber

2. How Can a Vocational Teacher Function as a Counselor for Those Enrolled in His Own Class?

Joseph M. Fair, *Chairman*
Dolph Camp
Mary Haas

John A. Kubiak
J. B. Monroe
Harold M. Ostrem

3. A Comprehensive Plan for Collecting, Evaluating, Distributing, and Utilizing Occupational Information From the State Office to the Counselor's Office and to the Classroom.

Joseph A. Bedard, *Chairman*
William N. Buckner
W. H. Coulter

M. J. Emerson
Gertrude K. Peterson
F. O. Wygal

4. The Place of Testing in the Guidance Program.

Raymond S. Orr, *Chairman*
Willis W. Clark
Raymond M. Handville

J. F. Ingram
R. D. Pulliam
Winston D. Purvine

5. In-Service Training.

Glenn E. Smith, *Chairman*
Ella Stephens Barrett
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Felix P. Cornier

Clifford Erickson
Charles P. Harper
Carl M. Horn
O. L. Hughes

J. Fred Murphy
Pearle K. Sutherland
Fred H. Westberg
Stanley E. Williamson

6. The Guidance Program in the Elementary School.

Susan Lacy, *Chairman*
George D. Gilbert
William H. Kurtz

Stanley Ostrom
Leo Smith

Glen C. West
M. C. Wolfe

¹ Some conferees came late and participated in committee work, but names are not included on committee membership list.

7. The Relation of Work Experience to Guidance.

Lester J. Schloerb, *Chairman*
Ernest C. Clayton
Paul A. Fuller

A. W. Hinds
John H. Hughes
Clarence C. Shively

8. The Responsibilities and Duties of the Various Members of the School Personnel In the Guidance Program.

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Jane M. Dutsch
Bert W. Furman

Melita Hutzel
Walter D. Johnson

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L. P. Terrebonne

A ONE-YEAR FUNCTIONAL GRADUATE PROGRAM IN OCCUPATIONAL INFORMATION AND GUIDANCE

THE PROBLEM

THE INCREASING need for trained specialists in the field of occupational information and guidance has directed attention to the nature and extent of the training needed by the competent counselor. Practical considerations at the present time suggest that 1 year of graduate work will provide the basis of special preparation for most counselors. On this assumption, the problem to which attention is directed is *that of formulating a 1-year functional graduate program in occupational information and guidance.*

CONDITIONS NOW EXISTING

The guidance movement is Nation-wide in scope. The philosophy back of it is sound and is being accepted and supported by the public, the Armed Forces, industry and business, and teachers and leaders in education. According to studies made, there are only about 2,000 trained counselors in high schools in the United States.¹ The number needed to function in the schools and in the task of assisting more than 30,000,000 people in making the necessary postwar adjustments is not precisely known. Estimates indicate a need for approximately 15,000 additional trained counselors.

Some colleges and universities have developed programs for training counselors. Many have done little or nothing in the way of constructive planning. Examination of offerings listed by institutions which have programs reveal wide variation in the concept of what constitutes an adequate and comprehensive program of training.

OBJECTIVES OF THIS REPORT

In a large number of high schools in the United States counseling must be done by persons with teaching responsibilities. Any program of training must recognize this fact and not involve financial or other demands not warranted by the opportunities offered by the job.

There are certain skills and understandings which the effective counselor must possess regardless of the specific school situation in

¹ War Manpower Commission, Bureau of Training. *The Training of Vocational Counselors*, 1944. p. 3.

which he may work. The proposals indicated in this report refer to areas of study deemed necessary for attaining these common understandings and skills.

This is a period when colleges and universities are undertaking extensive reexamination and reorganization of instructional programs. An outline of a program of training for counselors which reflects the judgment and experience of those actively working in the field should be of genuine assistance to the college or university interested in the organization and reorganization of graduate training programs for counselors. Such an outline should also offer assistance to State departments of education engaged in the study of certification requirements for counselors.

If substantial agreement can be reached in regard to the training needed by counselors, progress toward the development of such a training program can be facilitated.

GENERAL PROGRAM OF ACTION

In considering the problem of training, it is necessary to make certain assumptions in regard to factors which will condition and influence these training programs. The following basic assumptions are made and upon these the major proposals for action are based.

Basic Assumptions

1. A program of approximately 1 year of graduate work represents the minimum of special training needed by the counselor. The limited number of trained people now available may necessitate the utilization of individuals for counselors with less than this amount of training, but the goal for the long-time program can reasonably be this minimum of professional training.
2. In the complex field of occupational information and guidance there will be a need for many workers whose training must go far beyond this minimum program. While recognizing this need, attention has not been here directed to the problem of training extending beyond 1 year.
3. The experience and judgment of those actually working in the field of guidance offer the best criteria available today in regard to the minimum essentials of a training program. More extensive and scientific study based on job analyses of counseling carried on in different situations is needed. Such studies are essential to supplement procedures now used.
4. It is neither possible nor desirable that uniform programs of training for counselors be established in all colleges and universities. Variations in institutional organization and policies, in student body, in available facilities, and in prospective positions of trainees will call for adaptations in training programs. The need for institutional variation does not, however, preclude agreement in regard to a central core of work. Institutions may accept this central core of essential work and yet emphasize different phases of the work and utilize differing patterns of course organization.

5. A program of training for counselors must be sufficiently flexible to meet the needs of individual students. Wide variations in educational background, work experience, interests, and prospective positions exist among those pursuing advanced study in guidance. An adequate block of a year's graduate program should be left free for the student to select, under guidance, that work most appropriate to his needs.
6. The following proposals for training are directed more specifically toward the preparation of counselors for the secondary schools. However, the basic principles and skills involved in competent guidance are sufficiently universal to enable a counselor so trained to participate effectively in guidance work in the elementary schools, with adults, or in other areas of specialized personnel service.
7. Training is but one of the factors contributing to the success of the counselor, although it is an important one. This report is limited to that factor. Obviously, if a training program is to be effective, it must be associated with a program of guidance for prospective candidates which will tend to eliminate those who propose to become counselors, but do not have the necessary personal qualities and social attitudes for success in counseling.

Essential Background

Experience has not revealed to date any one precise pattern of educational background or experience that is peculiarly necessary for success in training for or working as a counselor. Individuals with wide variations in educational background and experience have developed into successful counselors. In view of this fact, any rigid system of specific prerequisites which would serve to limit those entering training for counselors would appear to be without validity. Certain broad areas of educational background and work experience are indicative of personal interests and attitudes desirable in the counselor. Certain skills and knowledge are needed to pursue the specific courses in the proposed advanced program. Some very general areas of education and experience may be suggested as essential background for the counselor. Some of these educational and work experiences may, however, if necessary, be provided parallel with advanced training rather than previous to training. Some of the suggested areas of essential background may well be compensated for by exceptional experience in other areas. The following areas of background are suggested as guides in appraising the readiness of those preparing to undertake training for counseling.

1. An undergraduate degree with a sufficient block of work in the field of social studies and related fields to indicate a concern with human and social relationships. Such a minimum block of work should include work in social studies, including economics and sociology.
2. Some background of study in psychology, including, if possible, the measurement of individual characteristics and related techniques.
3. At least 2 years of successful teaching experience.

4. One year of work experience (accumulated time) in business, industry, or agriculture for wages or under equivalent conditions, or in home-making in which distinct responsibilities have been involved.
5. Indications of suitable personality attested by success in specific activities demanding qualities important in counseling.

Major Areas of Study and Experience

An evaluation of the student's background by means of comprehensive tests and other devices should be made as the student enters training. Such an evaluation will indicate the areas which will need to be emphasized in the individual student's program.

Six areas of study are suggested as a common core of instruction. These areas of study may be organized under varying patterns of course organization and sequence. The time necessary for adequate mastery of these different areas will vary. The scope of the total is such that it is estimated that approximately two-thirds of the total of 30 hours in a year's work would need to be devoted to this central core of study.

I. Psychological Foundations of Personality Development and Mental Health

Training in this area should provide for the acquisition of knowledge and understanding of human development and adjustment. Emphasis should be placed upon the biological and social factors which influence child development generally, and particular emphasis should be placed upon the influence of the teacher and the social interrelationships within the classroom upon the personality of the individual child.

II. Occupational Information

The purpose of this area of study is to assist the counselor to develop the necessary knowledge of occupations, sources of information, and techniques of imparting such information in order to function effectively as occupational specialist in a school system.

The following items are suggestive of content: Community occupational surveys, form, content, and procedure in interpretation; follow-up studies of former students; employment trends; opportunities for training; sources of occupational information; methods of classifying, filing, evaluating, and disseminating occupational information; methods and practices in conducting courses in occupations; use of the *Dictionary of Occupational Titles*; development of occupational leaflets and abstracts; evaluation of occupational information materials; and the study of labor problems and organizations.

Many of the suggested items are of an extensive nature and might be expanded into special courses. This area of work as pursued in this program would not involve intensive development of any single aspect.

III. The Individual Inventory

The area of instruction dealing with the individual inventory should provide experiences and training in procedures and techniques in securing an array of facts concerning the pupils and in the selection of those facts that will be useful for school records employed in counseling.

The types of information dealt with should include personal and family data, educational achievement records, test data, home and other work experiences, extracurricular activities, vocational preferences and choices, health records and anecdotal records. Provisions for training in the proper interpretation of these data should be offered; and concomitant with these, there should be training in the selection, administration, and interpretation of tests.

IV. Counseling

Counseling is the heart of a guidance program. The preparation of a person for effective counseling is a major problem in a 1-year training program. The work in this area should include a study of the personality traits a counselor should possess. Such study includes educational background, and attitude toward and interests in people.

The trainee must be assisted in developing the knowledge and skill needed to secure, organize, and use data which will enable him to understand the individual counseled, and to assist the individual to understand himself better.

The trainee should likewise be assisted in developing skill in assembling pertinent facts related to a specific occupation. He should be trained to bring together the necessary facts belonging to the occupation and the set of facts belonging to the individual counseled, and so to relate them that the counselee may have a basis for deciding for himself his chances for fitting happily and successfully into that occupation.

The following techniques and devices should be of value in developing functional skills needed by counselors:

1. Study of the principles and procedures that should operate in the counseling situation.
2. Demonstration and illustration of the principles and procedures involved in counseling.
3. The use of recordings representing a wide variety of counseling situations and problems.
4. Providing counseling experiences with follow-up discussions and evaluation.

V. The Organization and Administration of Guidance Programs

The purpose of this area of study is to assist the counselor:

1. To comprehend the basic principles of organization of a guidance program.
2. To understand more clearly the staff relationships existing among different members of the school personnel.
3. To administer more effectively the specific phases of a guidance program.
4. To comprehend more clearly the relationships between the school guidance program and other personnel and welfare activities in the community.

Specific topics of consideration should include: The patterns of organization for guidance programs in different levels, units of the school system, and in situations with adults; the role of the teacher, the administrator, the counselor, and other school specialists in the guidance program; the community agencies which carry on various related types of guidance services; and long-time planning of the guidance service.

This phase of the minimum program should be adapted to the particular situation in which the counselor is working or plans to work. This adaptation may be achieved by individual study on specific problems as a phase of the work in this area or by actual establishment, when feasible, of different courses for organization and administration of guidance in rural, in urban, and in other special situations.

VI. Seminar and Internship

Those electing to take graduate training in guidance should pursue internship work under the supervision of capable leadership aided by special assistants in as many fields as available. Although laboratory conditions should be provided throughout the program, practice in interviewing and other techniques involving counselor-counselee relations should follow instructions in the techniques involved. This work should include actual experiences in as many guidance situations as available, including the college personnel office, the practice or demonstration school, a public school if one with a guidance program is accessible, social security office, reemployment office, Red Cross office, college placement system, psychological clinics, or any other sources in the community where guidance principles are practiced. This area should provide as many and as varied work experiences as possible under close supervision. Training should cover a period of at least one semester and preferably be distributed throughout the entire training period.

Practices which should be realized are: Inventory systems including the administration and evaluation of tests; occupational training and information systems; placement functions; participation in faculty discussion groups; case studies; and the actual counseling of individuals.

The counseling training should start early in the training period by first observing actual counseling by experienced counselors; and, before the end of the period, there should be participation in actual counseling under the most helpful supervision possible. Experience in community surveys and follow-up work should be made available. The internship experience should provide problems for parallel seminar discussions.

Elective Areas of Study

The balance of the trainee's preparation, approximating one-third of the year's program, should be determined primarily by the individual student's needs and interests.

The counselor has a need even greater than that of other members of the school staff for a comprehensive and current knowledge of educational philosophy, organization, objectives, and practices. This need extends especially into the field of vocational education, adult education, mental hygiene, rehabilitation, and similar areas. In considering, therefore, filling the hours of instruction available after the core subjects are provided for, it is advisable to examine carefully each candidate's background, training, and experience; and to use the elective provisions to fill any gaps discovered. The teacher-training institutions should use great flexibility in making available and crediting courses for this purpose.

Appropriate courses from the following areas could provide this individual aspect of the training program:

- | | |
|-----------------------------------|--|
| 1. Anthropology | 5. Psychology |
| 2. Biological and health sciences | 6. Sociology |
| 3. Economics | 7. Specialized aspects of personnel
and guidance work |
| 4. Education | |

RECOMMENDATIONS

The improvement of training programs for the preparation of counselors and administrators in the field of occupational information and guidance will call for cooperative action on the part of those working in the field and those engaged primarily in the field of training. Cooperative action cannot be secured by any set formula. Obviously, situations vary widely from State to State. The following recommendations are made only in the sense that they suggest ends to be achieved by various methods.

1. The State Supervisor of Occupational Information and Guidance should exercise leadership in approaching training institutions and attempting to initiate the cooperative planning of training programs.
2. The State Supervisor of Occupational Information and Guidance should be called upon to participate in appropriate phases of the training program carried on in the colleges and universities.
3. Staff members from the colleges and universities should be invited to participate in appropriate phases of field and consultation service and in-service training.
4. A cooperative committee at the national level—representing different institutions of higher learning, the State Supervisors of Occupational Information and Guidance, and active counselors in the schools—should assist in formulating a broad policy in regard to minimum training, nature of content of training program, and certification of counselors.
5. The assistance and cooperation of national and international professional organizations interested in the field of guidance should be secured in the promotion of these objectives.

HOW CAN A VOCATIONAL TEACHER FUNCTION AS A COUNSELOR FOR THOSE ENROLLED IN HIS OWN CLASS?

THE PROBLEM

THE COUNSELING problem of the vocational teacher is that of determining and meeting the counseling need of those enrolled in his classes. In this problem are the following items:

1. Evaluating and using the existing individual inventory of each pupil.
2. Supplementing it when necessary; then using the completed form in a counseling program.
3. Disseminating occupational and other information necessary to the adjustment of each pupil.
4. Interviewing each pupil often enough to insure satisfactory progress.
5. Placement and follow-up.

If the school does not have an individual inventory, it will be necessary to provide one.

CONDITIONS NOW EXISTING

At present there is little uniformity with reference to the enrolling of pupils for vocational classes. In some schools, enrollment is accomplished by selection. Some vocational teachers select pupils for their courses, giving much emphasis to the requirements and the occupations to which they lead. In other schools, the pupils for vocational classes are enrolled at random with such elements as the popularity of the teacher, equipment available, the current desires of pupils, and the crowded conditions in other classes of the school determining the personnel of the vocational class. There are other schools in which all pupils are required to take vocational subjects. A few schools have well-developed programs of occupational information and guidance. In these—through counseling and the use of the auxiliary services, individual inventory, information about occupations and training opportunities, and placement—enrollees have been assisted to choose vocational subjects according to their needs.

There is likewise little uniformity among vocational teachers in the counseling function for those enrolled in their classes. Some teachers are alert to the counseling needs of their pupils. They are careful to use existing data and, if necessary, to assemble other data which will enable them to perform the counseling function adequately. Some teachers fail to appreciate the counseling needs of those enrolled in

their classes. They are either too much subject-matter-minded or too much occupied with routine affairs to find time for counseling.

OBJECTIVES OF THIS REPORT

The objectives of this report are to describe duties to be performed, knowledge and skills required, and tools and devices to be used by a vocational teacher in counseling those enrolled in his own classes.

GENERAL PROGRAM OF ACTION

The Individual Inventory

The vocational teacher should evaluate the forms that are in use by the school and develop other forms, if necessary, to get vital information needed.

Forms should include: School record, occupational interests, subjects liked, subjects disliked, home conditions, family relations, extra-curricular activities, hobbies, work experiences, test results, evidences of leadership, and part-time employment.

Blanks should have space for recording any judgments that the vocational teacher may arrive at concerning personality adjustment, educational achievement, economic resources, physical health factors, attitude level, and work experiences.

Valuable information for the individual inventory may be secured by home visits if the vocational teacher contacts the pupil and his family. Observing the pupil at work, or evidence of work done, will add vital information.

Visits to industry or to other places of work are necessary in order to check part-time employment or work experiences. Vocational teachers should contact the employer and get information on the pupil's attitude toward work, ability to work, leadership ability, and chances for advancement. The teacher should observe the pupil at work on the job in order to discover his weak and strong points.

All important facts and observations should be recorded at once and made a part of the individual inventory.

Occupational Information

In the study of occupational information, all the reliable and up-to-date information, including local continuous survey and follow-up, relating to available jobs should be obtained. This information should emphasize local opportunities, but have facts available on the regional and national trends.

When the material has been collected and analyzed, it should be presented in an organized and systematic way. Some facts for acquainting the pupil with job information may be presented with the aid of printed material and visual aids. Another method would be to

have pupils visit industries. Part-time employment interviews and the use of graduates would be other ways of presenting this material.

The occupational information obtained should contain definite knowledge of what the job requires. The following information regarding the requirements of a job should be included:

- | | |
|------------------|-----------------------|
| 1. Preparation | 5. Advancement |
| 2. Earnings | 6. Working conditions |
| 3. Hours of work | 7. Responsibilities |
| 4. Duties | 8. Skill required |

Counseling

The purpose of counseling by the vocational teacher is similar to counseling by other teachers insofar as the teacher is attempting to assist the counselee to solve his problems in a manner beneficial to himself and to society. However, the vocational teacher must realize that the pupil in his class has actually selected a field of work for which he is being trained and that his problems will naturally be different from those of an academic pupil. For example, the vocational teacher should watch very carefully for achievements, traits, and characteristics that the vocational pupil has shown, which would naturally lend themselves to specific types of jobs in the field for which the pupil is being trained. The teacher should also recognize specific weaknesses which might prevent the pupil from attaining a goal which he had set out to reach.

There are a few fundamental considerations in preparing for the interview which the vocational teacher should follow. The place for the interview should be quiet. The teacher should carefully examine the individual inventory of the counselee in order that he will be well enough informed to be able to answer questions which the counselee might ask, and also to have available reliable sources of information to which the counselee could be directed.

The interview should be conducted in a friendly and sincere manner. Many pupils will feel uneasy when they come to discuss their problems. It is up to the vocational teacher, serving as a counselor, to dispel any uneasiness by establishing a friendly relationship as quickly as possible.

The vocational teacher should approach the counselee's problem as soon as possible and in such a way as to make the counselee willing and anxious to talk about his specific problems. When the counselee's problems have been discussed, a mutual agreement should be reached as to what course should be followed by the pupil in order that he may make the most of his training and his opportunities.

The results of the interview should be recorded by the vocational teacher in the cumulative record after the counselee has left the office. These results may be used again in further interviews or in a follow-up of the pupil.

Placement

While placement services have been greatly improved by the program of the United States Employment Service, the functions it performs are not sufficient to serve the pupil completely.

Industries of the community, having occupations for which the counselee is being trained, should be recognized by the vocational teacher.

The various visits to industry which the teacher makes pave the way for good occupational contacts which can be of great advantage when placing the pupil.

The teacher should know the job, thereby acquainting the pupil with a complete job description, such as:

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|--|-------------------------------|
| 1. The work the pupil is to perform | 3. Working conditions |
| 2. The equipment with which he will work | 4. Relation to other jobs |
| | 5. Qualifications for the job |

The values of pupil placement depend upon the teacher's knowledge of his pupils. The teacher should know the capacity, personality, and limitations of the pupil when trying to place him. (The essential thing to be done is to match to the best possible degree the man and the job.) Knowledge of employment agencies in and outside the school should be given to the pupil.

Follow-up

Follow-up studies can be used as the basis for appraising and revising the course of study, for evaluating effectiveness of instruction and of guidance practices.

Pupils, while in class, should be told the importance of answering a follow-up card or questionnaire. The importance of a pupil's visit to the school, for advice and consultation, after he or she has been placed should also be stressed.

A logical reason for the above statements can be given to the pupil, such as: "The teacher keeps a complete individual record of the pupil during his school stay; so the follow-up added to that individual record will enable the teacher to continue advising him with regard to further education and advancement in his occupation."

Follow-up studies may be made through the use of pupils. The teacher's making a personal visit to the plant, talking with the former pupil—thereby showing a personal interest in that particular boy or girl—is another approach. The former pupil's foreman might also be consulted regarding the boy's or girl's progress, or further training that would benefit the individual. Other follow-up procedures would be: Home visits, cards, questionnaires, letters, and telephone calls. The follow-up data received can be interpreted and the results recorded on the individual's record card.

RECOMMENDATIONS

The degree to which a vocational teacher should function as a counselor for those enrolled in his classes depends upon the development of the occupational information and guidance program in the school in which he teaches. If—through the regular guidance program—pupils in his vocational class have been properly enrolled, the counseling responsibility of the vocational teacher is largely limited to such additional problems in occupational information, training opportunities, and placement as may be necessary to insure adjustment in the vocation for which pupils are training. If, on the other hand, the school has no program of occupational information and guidance, the vocational teacher's counseling responsibility for those in his classes increases. In addition to giving more attention to the items of occupational information, training opportunities, and placement in the vocation for which pupils are training, the teacher may be forced to give much attention to the individual inventory of each pupil enrolled. Through such counseling some pupils may be assisted to choose another occupation and other classes in school more adapted to his needs.

In the light of the above statement, it is recommended that the vocational teacher be alert to the counseling needs of those enrolled in his classes and actually do the counseling necessary to meet these needs. To perform adequately the counseling function, it is recommended that the vocational teacher discover in the case of each pupil the jobs to be done and do them by applying certain knowledge and skills in the use of necessary tools and devices. To be more specific, it is recommended:

1. That every vocational teacher, through appropriate in-service training, obtain the skill necessary to perform the functions recommended.
2. That persons in training for vocational teaching be provided with pre-service training in guidance techniques.
3. That the vocational teacher evaluate the existing individual inventory of each enrollee.
4. That he supplement each inadequate individual inventory by testing, making use of forms and questionnaires, interviewing, or any combination of these methods. It is further recommended that in the event that no individual inventory is available, the vocational teacher compile one.
5. That he supplement the program of information about occupations, training opportunities, and placement to the extent that each pupil may have a sufficient knowledge of these programs. This makes it necessary to recommend that the vocational teacher be familiar with the sources of information and the techniques of dissemination.
6. That he conduct interviews with each pupil sufficient to insure optimum occupational and personal adjustment.

A COMPREHENSIVE PLAN FOR COLLECTING, EVALUATING, DISTRIBUTING, AND UTILIZING OCCUPATIONAL INFORMATION FROM THE STATE OFFICE TO THE COUNSELOR'S OFFICE AND TO THE CLASSROOM

THE PROBLEM

THE STATE SUPERVISOR of Occupational Information and Guidance has the responsibility of helping the schools to obtain functional occupational information. It is the purpose of this report to present a comprehensive plan for collecting, evaluating, distributing, and pointing out means of utilizing effectively the vast amount of printed material and other materials of every kind that are available, in order that counselors and teachers may best serve the needs of individuals by matching their qualifications to the requirements of the job.

The facts that should be considered about jobs are only those which will assist the individual to choose an occupation and to prepare for, enter upon, and progress in it. Occupational information, or facts about jobs, must be systematically collected, carefully evaluated, effectively distributed, and intelligently utilized.

CONDITIONS NOW EXISTING

Many methods of using occupational information are not functioning in schools at present because of unfavorable conditions now existing. Among these limiting factors are the following:

1. There is a lack of suitable occupational information available at the local, State, and national levels.
2. Occupational information that is available is not obtained from the State office because of a lack of knowledge about sources.
3. Materials are not always sent from the State office to localities at the right time or to the proper place.
4. Much of the information available is haphazardly distributed, improperly evaluated, and ineffectively used.
5. Much of the collected material is misplaced and not used because of inadequate filing systems.
6. Many schools in general are not seeking information or help from the State Supervisor of Occupational Information and Guidance.
7. There is a need for better distribution of local source information from one locality to another.
8. Schools in general are not being helped to evaluate source materials. Neither are they aware that they may write to the State office for specific information.

9. There is a need for conscientious use of accepted criteria in seeking and using proper occupational information.
10. There is a need for better coordination between the State and local levels in collecting and presenting the right types of materials to the pupils.

OBJECTIVES OF THIS REPORT

The major objectives of this report are:

1. To set up a workable plan for collecting information in the supervisor's office and for recommending a similar procedure on the local level.
2. To set forth some criteria for evaluating and organizing the information to be recommended and forwarded to the schools, and to assist the schools in evaluating and organizing local materials.
3. To distribute materials at the correct time and to see that they are usable in the particular locality receiving them.
4. To help teachers and counselors develop ways and means of making effective use of occupational information.

GENERAL PROGRAM OF ACTION

Collection of Materials

The supervisor should be responsible for developing a plan for collecting source materials on a State level and should assist in the extension of such a plan to the local level. Such a plan should provide that the supervisor:

1. Be familiar with the kinds of information needed on the local level.
2. Know the sources of information and the kinds of materials available.
3. Be acquainted with effective methods for procuring occupational information materials.
4. Have in operation the necessary procedures to assure that a continuous supply of materials come to his office as they become available.

In determining the kinds and types of occupational source material to collect, the functions of occupational information should be kept in mind. These functions may be briefly stated as follows:

1. To help the individual recognize the need for and value of occupational information in making an occupational choice.
2. To provide systematic procedures in studying, selecting, training for, and becoming established in an occupation.
3. To provide reliable sources of occupational information from which the individual may secure dependable facts that will enable him to make an intelligent choice of an occupation.
4. To provide instructors in classes in occupational information with current and, especially, with local facts for use in their classes.
5. To provide both general occupational information and specific job information insofar as the needs of the individual may require.
6. To assist the individual in making a self-analysis of abilities, aptitudes, interests, and qualifications for occupations and jobs.

7. To provide general information on labor legislation and on professional and trade organizations.
8. To acquaint individuals with training opportunities and to show how to avail themselves of them.

The supervisor should know the sources of occupational information on local, State, and national levels. His files should contain samples of available materials in order that he may make recommendations as to their suitability and adaptation for local use.

Some of the major sources to be considered in formulating and maintaining a functional collection of occupational information are:

1. Federal agencies, including:
 - U. S. Office of Education (Occupational Information and Guidance Service)
 - U. S. Department of Labor
 - U. S. Bureau of the Census
 - U. S. Employment Service
 - U. S. Department of Agriculture
 - U. S. Department of Commerce
 - War Manpower Commission
2. Business and industrial organizations, such as:
 - United States Steel Corporation
 - Chrysler Corporation
 - International Harvester Company
3. Service organizations, such as:
 - Chamber of Commerce
 - Rotary International
 - Kiwanis Club
 - Lions Club
 - Business and Professional Women's Clubs
 - YMCA, YWCA, and other organizations of similar type
4. Publishers of occupational information and guidance materials, such as:
 - Science Research Associates
 - Occupational Index
 - Occupations Magazine
5. Publications of education associations:
 - Local
 - State
 - National
6. National labor organizations
7. Colleges, universities, and other training institutions
8. Professional, trade, and manufacturing associations
9. Current newspapers and magazines
10. Visual aid services
11. Auditory services
12. Libraries:
 - Local
 - State
13. Other State Supervisors of Occupational Information and Guidance
14. Local community surveys and follow-up studies of drop-outs and graduates
15. Reports of special studies and investigations on local, State, and national levels

16. Schedules of radio programs providing occupational information

In collecting occupational information, the following procedures are suggested as desirable:

1. The Occupational Information and Guidance Service of the U. S. Office of Education should identify and process sample materials from sources on a national level and route them to State Supervisors of Occupational Information and Guidance.
2. The State Supervisor of Occupational Information and Guidance should, in turn, collect materials in a similar manner on the State level for routing to local teachers and counselors, forwarding also recommendations of national sources.
3. The local teacher and counselor should collect materials on a local level and those found useful should be routed to the State Supervisor of Occupational Information and Guidance. The processing of local surveys and follow-up studies are among the most important means.
4. The State Supervisor of Occupational Information and Guidance should route State and local materials that may have value elsewhere to other State Supervisors of Occupational Information and Guidance. Samples are to be provided to the Federal office.
5. In seeking materials from any source, the requests should be specific as to the exact type of information or materials desired.
6. The State Supervisor of Occupational Information and Guidance should have his name placed on the mailing list of important organizations or agencies regularly releasing worthy occupational information source materials.

Evaluation of Materials

The State Supervisor of Occupational Information and Guidance will need to give assistance to the local schools in setting up criteria for the evaluation of occupational material to be used in the guidance program. The following criteria may be accepted as adequate for that purpose:

1. The source and date of the material should help determine the authenticity and recency of the facts.
2. It is important that the local schools have materials that pertain to local conditions as well as to State and national conditions.
3. Select materials according to the needs and interests of the group.
4. The material should contain the following basic facts, which should be considered in the psychological order: Description of the occupation; local variations; examples of articles made or services performed; national basis; local basis; wages; hours; surroundings; whether seasonal work and if so, length of peak and slack periods; trend of employment; hazards and safety measures; preferred age of entrance and sex required; general education, required and preferred; school subjects and other activities, giving essential and desirable subjects and hobbies that have a relationship to the occupation; licenses; bond; kinds of tests which must be passed; physical examination; as a learner, description of what the worker is taught and duration of training period; as a helper, description of work performed and any training the helper may receive, also length of time before helper can be a fully qualified worker; as an

apprentice, length of apprenticeship, subjects taught on the job, and subjects taught in related vocational courses.

5. The style should be clear, interesting, and adapted to the age of the individual. This suggests the collection of materials suited to several age levels.

Distribution of Materials

After the State Supervisor of Occupational Information and Guidance has established a plan of action for collecting and evaluating occupational materials at the State level, his next task is to make plans for their distribution to the local schools. The following methods of distribution are commonly used:

1. The mail is the most usual means available for distribution purposes. Many materials reaching school through the mail, however, often find their way to the wastebasket instead of the counselor's filing cabinet. This loss may be avoided if the supervisor will send an announcement with the materials concerning their purpose and value.
2. Many materials may be distributed by the supervisor when visiting local schools. This method enables the supervisor to explain personally the purpose and value of the material in relation to specific problems of the school.
3. Some States use State-owned delivery cars or trucks in distributing materials. This method also assures that the guidance personnel will be aware of its arrival.
4. Materials that are not available in sufficient quantities to be sent to all schools may be made available to them through the use of loan packets sent from the State supervisor's office or from public libraries.
5. The State Supervisor of Occupational Information and Guidance can assist the local schools in securing occupational information by arranging for speakers on vocational subjects to appear at school assembly programs and other school gatherings.

Local schools will secure much material directly from the source of publication. The State Supervisor of Occupational Information and Guidance can assist in this case in at least two ways:

1. By supplying mailing lists of the proper personnel in local schools to the proper agencies.
2. By supplying bibliographies of materials to the proper personnel in the local school. In making bibliographies, the following procedure should be used:
 - (a) List name of author, title of publication, publisher, address of publisher, date of publication, number of pages, and net price.
 - (b) There should be a brief annotated descriptive statement of each publication listed in the bibliography. Briefly describe the nature of the content of each publication.
 - (c) The bibliography should indicate when certain materials are limited as to quantity available for each school and if special instructions for securing them are to be followed.

Before any publication is listed in a bibliography, the supervisor should actually contact the publisher or agency and determine the quantity available

for distribution and should advise the publisher of the fact that the publication is being listed.

When the supply of a publication is limited in quantity, or is out of print, the supervisor should secure permission from the publisher for reproduction privileges.

Organization of Materials

The organization of occupational information through some plan of filing for the use of different school services depends upon the physical facilities that can be provided within the budget of the school and the ingenuity of the person organizing the material.

The method of classification and organization of evaluated occupational information will depend upon its type. It may be printed material, college catalogs, photographs, charts, borrowed material, or information through visual aids and auditory channels. The material may be too large to go in an occupational filing system or otherwise not be adapted to the system.

An alphabetical card-cataloging plan should be developed in keeping with the physical facilities provided to hold the different types of materials. All entries and materials should be labeled as to classification and place of storage.

Racks should be provided for charts and maps. Pigeonholes or shelves should be provided for borrowed materials and movie films. Trays with holes should be constructed as containers for film strips. All locations should be labeled so that materials may be easily returned to their proper places.

Any plan for filing unbound occupational information should provide for the continuous addition of new materials and the elimination of obsolete materials, such as clippings, bulletins, posters, and special displays.

A simple system for filing occupational information is a set of folders with occupational titles arranged alphabetically. Where there are conflicting designations, a cross-file reference can be made after each title on all folders concerned.

Another method may have the occupational fields in alphabetical order, each followed by the occupations in the field, arranged alphabetically.

A file arranged according to the code system of the *Dictionary of Occupational Titles* may be satisfactory. The New York plan for filing unbound occupational information and the Science Research plan, which are modified forms of the code system, are generally considered as satisfactory for school use.

The occupational information file may be set up in the principal's office, the social studies teacher's classroom, the library, or some other place where it is protected and is available to all.

Utilization of Occupational Information

It is the duty of the supervisor to help teachers and counselors develop ways and means of making effective use of occupational information. In order to fulfill his duty in this respect, the supervisor must judge the various materials coming to his attention according to two principles:

1. The criteria for evaluating such materials, which have already been discussed.
2. The possible ways in which the material can be used by the schools of his State.

The supervisor will probably find that occupational information materials will fall into a few broad categories according to their possible use. Some of the broad areas of use are:

1. Background material, which must be organized by the teacher or counselor before he passes it on in a modified form to the class or individual. Examples would be technical reports, statistical surveys, and reports on trends.
2. Material that is usable for group instruction because it is of a general information nature and which can be placed directly in the hands of students.
3. Material which should be used only for individual study and reports or for individual counseling. An example would be a monograph dealing with one occupational field.
4. Materials which would help an individual in choosing an occupation. Examples would be monographs, articles, and films describing occupations.
5. Materials which would help an individual in determining how to prepare for an occupation. Examples would be school and college catalogs and directories.
6. Materials which would help him enter upon an occupation. An example would be a monograph on how to find and apply for a job.
7. Materials which would help him progress in an occupation. An example would be an article dealing with the personality factors involved in entering and holding a job.

The supervisor should maintain a complete collection of samples of materials which will fulfill the occupational information needs of individuals. He must then develop and improve ways of using these materials by working with teachers and counselors. As new materials are developed, the methods of using them will have to be revised.

The supervisor should develop a technique for suggesting uses for various materials. When he forwards samples of materials to teachers and counselors, or when he sends out materials of his own creation, he should accompany them with a brief, clear statement as to how they can be used and as to how they can contribute to the total guidance program. When he compiles a bibliography of occupational information, each item should be carefully annotated in such a way that it will be clear as to the areas in which the material can be used.

It is the duty of the supervisor to help the school organize and coordinate the various channels through which occupational information is obtained by students. Such planning would involve the following channels:

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|---|---|
| 1. Group presentation of occupational information | 6. Academic and vocational subject matter classes |
| 2. Individual counseling | 7. Field trips |
| 3. Library facilities | 8. Personal contacts with persons in the occupational field |
| 4. Career days | 9. Work experience |
| 5. Visual and auditory devices | |

With usable materials at hand and the proper coordination of the channels of information from State office, counselor, and teachers to the student, the value of the total guidance program to the individual is vastly increased.

RECOMMENDATIONS

Guidance in wise choices of vocations by the students in our schools will be effective to the extent that the State Supervisor of Occupational Information and Guidance lends continuing assistance to local school personnel in understanding the use of occupational materials in the guidance process. It is recommended, therefore, that the supervisor should assist the local schools:

1. In acquiring an adequate amount of information of good quality.
2. In developing a well-defined plan for collecting, evaluating, organizing, and using the information.
3. In having a complete picture of local and State employment requirements and opportunities as well as on the national basis.
4. By training specific school personnel in effective techniques in using the information available.

THE PLACE OF TESTING IN THE GUIDANCE PROGRAM

THE PROBLEM

FROM THE POINT of view of this conference, the testing program is part of the program of the individual inventory. Tests are tools to supply facts which either are supplementary to other evidence or to provide evidence not otherwise readily available or obtainable.

The particular kind of facts supplied by tests are often very useful to the school administrator for pupil classification and curriculum planning. Used in this way, however, they should not lose their real significance, that is, evidence of the individual differences which make "John" and "Mary" what they are, and therefore indicate ways in which the school must serve them. This statement, in turn, requires that the selection and use of tests should consider fully the counselor's need of evidence as well as the need of the administrator or instructor.

It is recognized that any item of the individual inventory whether it be a test score, a teacher's mark, a fact about the pupil's health, or whatever it may be, can only be interpreted in the counseling situation in the light of other pertinent items. With respect to such areas of the individual inventory as aptitudes, abilities, interests, or even personal adjustment, test scores may have to be relied upon to the extent that other data from the individual inventory fail to give dependable evidence. But as useful as this function of tests may be, they are probably of even greater service as a gauge of the significance of the other individual inventory items. At the same time, it should be stated that it is important to weigh the reliability and validity of test scores in the light of other pertinent data from the individual inventory.

GENERAL PROGRAM OF ACTION

The starting of a testing program presents certain problems. While it is important that test results should be used in counseling only by competent persons, yet within most schools there will be no one on the staff who can claim to be expert in the field of tests. This does not need to stop the development of a testing program, provided that someone is available in the school who does have a foundation sufficient to avoid unwise use and interpretation of tests. Tests may at first be used experimentally, and little weight ascribed to their results in the individual inventory until after needed technical information has been acquired through extension or in-service train-

ing or through summer school classes. If a counselor or teacher knows enough not to misuse tests, the experience of using them is an effective means of acquiring ability for their proper use. Moreover, even for the competent person unfamiliar tests must be used with caution.

As with other procedures in the guidance program, it will be helpful to conduct suitable in-service training for the school faculty in the purpose of tests, interpretation of results, and in the use of test data for guidance.

Organization and Administration of Testing

The test and measurement phase of the guidance program should be given suitable recognition in the administration and organization of each school. Scientific method and objective evidence will contribute to the furthering of the purposes of education as related to diagnosis, to planning, and to development, adjustment, and achievement by the pupils:

1. By the assignment of an individual or group to assume responsibility for planning and management of the testing program, preferably as an integral part of the total educational program.
2. By the establishment of a reasonable budgetary allowance for the necessary supplies, and for scoring services when possible.
3. By provision of minor adjustments in the scheduling of regular classes during the required testing program.

RECOMMENDATIONS

Whether or not the guidance staff in the school administers and scores tests, it is essential that the guidance staff have a part in any test program planning.

The extent to which testing is carried out should depend upon the needs and uses to be made of the information to be obtained. Tests of mental ability and standard achievement should be considered a minimum. The following testing program is advocated *if adequate use can be made of the results, and facilities are available for giving and scoring the tests.*

Elementary School

The testing program in primary, intermediate, and upper elementary grades should include:

1. Mental ability tests administered to all students at least once on each of the three levels.
2. Achievement tests of analytical or diagnostic type administered to all students, preferably once a year.

Secondary School—(Secondary schools are considered to include the various types, including vocational)

The testing program for the secondary schools should include:

1. For the lower grades—
 - (a) Mental ability tests
 - (b) Standardized achievement tests
 - (c) Personality inventory
 - (d) Vocational preference or interest inventories
 - (e) Special aptitude tests on an individual basis as needed
2. For the upper grades—
 - (a) Mental ability tests
 - (b) Standardized achievement tests
 - (c) Personality inventory
 - (d) Vocational preference or interest inventories
 - (e) Special aptitude tests on an individual basis as needed

Desirable Characteristics of Tests

It is recommended that the following general criteria be observed in the selection of measuring devices:

1. Adequate reliability and validity to be useful in individual cases.
2. Manual of directions, scoring keys, and accessories to simplify problems of giving, scoring, and interpreting results.
3. In the case of mental ability tests, provide an analysis of the parts of the test to show the types of mental abilities included. For example, it should provide language and nonlanguage data, or results for each of the separate factors or tests included.
4. Achievement tests should provide for an analysis of pupil strengths and difficulties in the specific subjects or areas measured.
5. Personality inventories should provide for an analysis of adjustment factors rather than a classification of "traits."
6. Each instrument should provide suitable standards, such as age-grade norms, percentile rank, or similar measures as an aid in interpretation of the data.

Some Suggested Tests That May Be Used

The following tests devised for use in elementary and secondary school grades tend to meet the characteristics referred to above.¹ (The listing of these tests does not constitute a recommendation.)

1. Tests of mental ability:
 - (a) American Council on Education Psychological Examination—
 - High-school edition (grades 9–12)
 - College freshmen (high-school graduates)
 - (b) *California Test of Mental Maturity*—(Regular 2-period edition and 1-period short form)
 - Preprimary series (kindergarten-grade 1)
 - Primary series (grades 1–3)
 - Elementary series (grades 4–8)
 - Intermediate series (grades 7–10)
 - Advanced series (grades 9–adult)

¹ Those desiring a comprehensive evaluation of test instruments should refer to: *The Nineteen Forty Mental Measurements Yearbook*. Oscar K. Buros, ed. Highland Park, N. J. (Mental Measurements Yearbook, 1941.)

- (c) Pressey Senior Classification Test (Out-of-school or noncollege)
- (d) Pressey Senior Verifying Test (Out-of-school or noncollege)
- (e) Thurstone Tests of Primary Mental Abilities (High school)
- 2. Tests of achievement in basic skills or content fields:
 - (a) Cooperative General Achievement Tests (High school)
 - (b) Cooperative Reading Achievement Tests (High school)
 - (c) Cooperative Mechanics of Expression Test (High school)
 - (d) Iowa Every-Pupil Basic Skills Tests
 - Elementary series (grades 6-8)
 - Advanced series (grades 9-12)
 - (e) Progressive Achievement Tests
 - Primary battery (grades 2-3)
 - Elementary battery (grades 4-6)
 - Intermediate battery (grades 7-9)
 - Advanced battery (grades 9-14)
 - (f) Stanford Achievement Tests
 - Primary (grades 2-3)
 - Intermediate (grades 4-6)
 - Advanced (grades 7-9)
- 3. Inventories of personality and social adjustment:
 - (a) Bell Adjustment Inventory (High school)
 - (b) California Test of Personality
 - Primary series (grades 1-3)
 - Elementary series (grades 4-8)
 - Intermediate series (grades 7-10)
 - Secondary series (grades 9-14)
 - Adult series
- 4. Basic interest inventories:
 - (a) Cleeton Vocational Inventory
 - (b) Kuder Preference Record
 - (c) Lee-Thorpe Occupational Interest Inventory
 - Intermediate series (grades 8-10)
 - Advanced series (grades 11-adult)
- 5. Tests of special aptitudes and abilities:
 - (a) MacQuarrie Test for Mechanical Ability (grades 7-adult)
 - (b) Revised Minnesota Paper Form Board Test (grades 9-adult)
 - (c) Minnesota Vocational Test for Clerical Workers (grades 9-adult)
 - (d) Ruch Survey of Space Relations Ability (grades 9-adult)
 - (e) Ruch Survey of Working Speed and Accuracy (grades 9-adult)
- 6. Individual apparatus tests:
 - (a) Minnesota Spatial Relations Tests (grades 9-adult)
 - (b) Minnesota Rate of Manipulation Test (grades 9-adult)
 - (c) O'Connor Finger and Tweezer Dexterity Tests (grades 9-adult)
 - (d) Purdue Pegboard (grades 9-adult)

IN-SERVICE TRAINING

THE PROBLEM

IN-SERVICE training is herein considered to be any organized effort to improve guidance activities in the schools through the process of familiarizing administrators, counselors, and teachers, who are actively carrying on their duties on the job, with the principles, objectives, and methods of guidance for the purpose of better preparing them to assist in the adjustment and development of the individual.

CONDITIONS NOW EXISTING

There exists an appreciable shortage of trained guidance personnel. This dearth of persons adequately trained in the principles and functions of guidance stems from several conditions. First, teacher-training institutions are not offering and have not offered in the past sufficient opportunities for training in functional guidance. Secondly, school administrators in the past have often failed to sense the enhanced value of the teacher with a guidance point of view. Finally, the failure of school administrators to make full use of guidance-trained faculty members has tended to discourage others from securing such training.

The public, in general, and business and industry, in particular, have an increased understanding of and appreciation for the objectives of guidance.

There is a need for continuous in-service guidance training for school personnel. Some of the factors which point to a need for such training may be indicated as follows:

1. The opportunities accessible to teachers for gainful summer employment in recent years has contributed greatly to reduced enrollments in institutional guidance-training courses.
2. The present high rate of teacher turn-over has interrupted continuous guidance practice in schools of secondary level.
3. The presence of emergency teachers in the profession at the present has led to generally reduced proficiency of school staffs.
4. Most of the schools' professional personnel have not had adequate pre-service training in guidance.
5. The growing interest in guidance on the part of many school administrators makes it imperative that guidance-training services for teachers be made available to the schools.

OBJECTIVES OF THIS REPORT

The objectives of this report are:

1. To encourage and assist State Supervisors of Occupational Information and Guidance, teacher-training institutions, and local school personnel toward the development of more adequate in-service training programs.
2. To acquaint State Supervisors of Occupational Information and Guidance with procedures applicable to the various types of in-service training.
3. To emphasize the need for continuous in-service training in guidance.

GENERAL PROGRAM OF ACTION

The several types of in-service training may be conveniently divided into two categories, namely, on-the-job training and summer courses. However, the committee recognizes that some of the types of in-service training included in this report may be adapted to either of the two main categories. For example, the workshop method may be carried out on the job or during the summer session by teacher-training institutions.

On-the-Job Training

1. Field Service Training

The reference here is to the type of in-service guidance training given at or near the place of the teacher's employment and involves personal presentation by the State Supervisor of Occupational Information and Guidance, or other acceptable person, of the principles, objectives, and methods of procedure.

2. Extension Courses

Extension courses may be defined as off-campus courses offered by colleges and universities and taught by members of the college staffs. An important feature of this type of training is that it brings the training to the local community.

3. Correspondence Courses

Correspondence courses are off-the-campus courses of instruction usually offered by teacher-training institutions. Since training of this nature cannot provide personal instructional assistance for the student, it may usually be regarded as a less desirable type of in-service training than are the other methods presented in this report.

4. Workshops

Workshop procedures for training school personnel in essential guidance procedures usually involves a division of the study group so that each individual can pursue the topic in which he or she is most interested. Usually the topic is one with which the individual is concerned in his or her school. The workshop procedure thus has two main advantages, namely, interest of the staff members and the practical nature of the approach to the problem.

5. Conferences

A short training program for meeting special needs of counselors may be organized through conferences of one or several days' duration.

(A series of conference days may be spaced in time over a period of several months.)

Suggested methods are: The conference discussion in which understandings and appreciations for the topics are brought out from the experiences of the individuals in the group; lectures and talks by specialists, followed by discussion; and group laboratory activities.

6. Materials Issued by Supervisor

The State Supervisor of Occupational Information and Guidance should prepare and issue such materials as will be helpful in training teachers for guidance. Such subjects as counseling and occupational information offer opportunities for the supervisor to prepare valuable materials for the purpose of improving guidance practices.

7. Visits to Other Schools, Industries, and Military Installations

In-service training through visitation to other schools, industries, and military installations has the advantage of presenting useful guidance procedures through demonstration. Such visits should follow careful selection of the institution to be visited and the setting up of definite objectives with respect to what is to be gained from the visit.

Summer Courses

1. Short-Term Intensive Courses
2. Traditional Summer Guidance Courses
3. Cooperative Counselor-Training Program

Outline of Content for Training Work

The committee submits the following topical outline which it believes may be adapted to all of the above-mentioned methods of in-service training.

PRINCIPLES AND PRACTICES IN OCCUPATIONAL INFORMATION AND GUIDANCE

I. Introduction

- A. Brief history of the development of guidance.
- B. Principles and terminology, including distinction between guidance, administration, and instruction.
- C. The role of the guidance program in the total education of the individual.
- D. The relation of guidance work to different types of school units.
 1. Secondary schools.
 2. Elementary schools.

II. Practices and Techniques

- A. Individual inventory and cumulative record.
 1. General data, physical data, achievement data, and data concerning educational and vocational plans.
 2. Tests—administration, kinds, results, meanings, and uses and abuses.
- B. Occupational information.
 1. Use of occupational information in the guidance program.
 - (a) As material for organized instruction.
 - (b) As material for use of counselor and counselee in helping counselee to make personal decisions.
 2. Sources—methods of securing, filing, cataloging, and disseminating.

3. Utilizing the resources of the community in making surveys and securing information about occupations.
4. Kinds of information needed.
- C. Counseling.
 1. Nature and purpose of counseling.
 2. Qualifications and training desired in a counselor.
 3. Techniques of counseling.
- D. Placement.
 1. Techniques of placing the student in the proper curriculum.
 2. Assisting the student to choose, prepare, enter upon, and progress in a gainful occupation.
- E. Follow-up.
 1. Further counseling in terms of problems that might arise during the period of employment.
 2. Other uses of the follow-up, such as:
 - (a) Extension of the individual inventory.
 - (b) Evaluation of guidance program.
 - (c) Revision of curriculum.
 - (d) Information for class in occupations.

III. Organization and Administration

- A. The place of the school administrator in the guidance program.
- B. The place of the counselor and his staff.
- C. The place of the classroom teacher.
- D. The place of the librarian.
- E. The place of other school personnel.

IV. Evaluation of the Guidance Program

- A. Evaluation of the total program in the light of its objectives.
- B. Evaluation of each area of the guidance program.
- C. Evaluation of the plan of organization of the program of each staff member in the light of his responsibilities in the program.

PROMOTION BY STATE SUPERVISOR

The committee is of the opinion that new supervisors of Occupational Information and Guidance feel a need for some helpful suggestions in promoting interest in and in organizing the school staff for guidance prior to the inauguration of an in-service training program. To meet this need, the following preliminary procedure is suggested:

1. Establish relationships with the school administration.
2. Work with the faculty to determine the facilities present which are suitable for utilization in the formal guidance program.
3. Employ techniques for arousing teacher interest and provide a preliminary acquaintance with some of the methods usable in discovering and meeting student problems. Some of the techniques which have generally proved to be effective follow:
 - (a) Case studies.
 - (b) Case conferences.
 - (c) Student, teacher, parent forum discussions.
 - (d) Visual aids.
 - (e) Visits to schools having effective guidance programs.

- (f) Visits to industry to observe personnel procedures and to military installations to examine current classification procedures.

RECOMMENDATIONS

1. The State Supervisor of Occupational Information and Guidance should devote an adequate amount of time to the in-service training of teachers in guidance.
2. The State Supervisor of Occupational Information and Guidance should devote reasonable time and effort to encouraging teacher-training institutions to offer adequate pre-service and in-service guidance training.¹
3. The State Supervisor of Occupational Information and Guidance should attempt to develop qualified resource people throughout the State as a means of securing assistance in training teachers for guidance.
4. The Federal office should prepare periodically a digest of teacher-training activities of all supervisors as recounted in the quarterly report, and broadcast it to all State Supervisors of Occupational Information and Guidance.
5. The State Supervisor of Occupational Information and Guidance should work through administrators' organizations within the State in the program of teacher-training activities.

REFERENCES

1. An outline of Training for Adult Counseling. Occupational Information and Guidance Service, U. S. Office of Education, Washington 25, D. C.
2. Resolutions adopted at the Sixth National Conference of State Supervisors of Occupational Information and Guidance relating to responsibilities and functions of the State Supervisors of Occupational Information and Guidance in the matter of in-service training.
3. Report of the committee on "A One-Year Functional Course in Occupational Information and Guidance."

¹ It is also recommended that the State Supervisor of Occupational Information and Guidance and the instructors in teacher-training institutions who help in the in-service training, work together on the content and methods to be used in the in-service training program.

THE GUIDANCE PROGRAM IN THE ELEMENTARY SCHOOL

THE PROBLEM

PRESENT TRENDS in elementary education emphasize the growth and adjustment of the whole child. The development and adjustment problems which are not now completely and adequately met by regular instruction indicate the need for organizing and implementing school services into a simple yet comprehensive program of guidance to meet these growth and adjustment needs.

CONDITIONS NOW EXISTING

All elementary schools are carrying on some activities which may be described as guidance. Some are doing much more than others. The extent and use of guidance practices within the individual school is in most instances, however, more a matter of training and philosophy of the individual teacher than the result of cooperative effort directed by the administrator.

OBJECTIVES OF THIS REPORT

The objectives of this report are:

1. To suggest administrative responsibility for organizing and carrying out the guidance program.
2. To suggest ways of collecting, recording, evaluating, and using data of the individual inventory.
3. To suggest to the teacher a working pattern for handling pupil problems and to show types of teacher activities for studying individuals and their problems.
4. To reveal ways of developing pupil-teacher-home relationships.
5. To suggest ways of organizing training in guidance procedures.
6. To suggest an evaluation technique.
7. To suggest follow-up from class to class as well as from elementary school to the next school unit.

GENERAL PROGRAM OF ACTION

Organizing the Guidance Program

The responsibility of the local school administrator is very complex. Due to the nature of the education organization, large powers are placed in his hands. The administrator must be aware of the fact that a guidance program cannot be "put in" a school system, but

that it must evolve from the community and school resources through a cooperative plan of action. The guidance program on the elementary level must be considered as part of the total program of the elementary school.

The classroom teacher is the key to the operation of the guidance program on the elementary level. In addition to the classroom teacher, workers specially trained as resource people are needed.

The person charged with the responsibility of carrying out the program may be the elementary supervisor, principal, part-time teacher, or a full-time coordinator. Other members of the specialized staff may be the nurse; part-time school, community, or area psychologist or psychiatrist; reading counselor; and visiting teacher.

The use of resource specialists should be limited to specific areas of service, such as:

1. Planning with the staff the development and use of an individual inventory.
2. Assisting teachers to use facts available from the individual inventory so that they can solve their own problems in the guidance of children. Strengthening of the teacher in guidance procedures should be a main responsibility placed on these individuals.
3. Assuming the responsibility of counseling the child only when the teacher is unable to make the adjustment.
4. Assisting continuously in the in-service training program for teachers.

In the organization of a guidance program, the administrator in cooperation with his staff members and resource workers should determine a course of action that is in agreement with the objectives of the total educational program and policies and should:

1. Continually evaluate the guidance program in the light of the needs of the community. This evaluation should be based upon criteria objectively arrived at.
2. Continually evaluate the whole structural program of the elementary school, and implement revision of the curriculum.
3. Develop a follow-up study of elementary pupils as they become secondary pupils and of drop-outs, and evaluate their adjustment insofar as that adjustment is a result of the program.

The administrator should be cognizant of the fact that results will not be spontaneous, but that guidance is a continuous program taking into consideration the total growth process of the individual child.

Developing the Individual Inventory

Of paramount importance in the successful operation of the guidance program is the intelligent use of the individual inventory. Before introducing the inventory to the school the faculty must be conditioned. Superimposing a planned inventory program upon a school will in an overwhelming number of instances doom the project to

failure. The following techniques are suggested for the administrator, to be used singly or in sequence to prepare the faculty:

1. Ask each member to list the information he feels he should know to do the job of the teacher a little better. This will raise the question of where this data may be obtained and where recorded for future use. (This will show the need for an inventory.)
2. Faculty or committee participation in the choice of or preparation of an individual inventory.
3. An in-service training program to insure correct usage of the inventory.

When the inventory has been inaugurated in the school, the necessary data may be obtained in the following ways or from the following sources:

1. At the child's first contact with school, his parents may be asked to fill out a questionnaire dealing with pertinent preschool data and family and cultural background.
2. A preschool physical examination. Periodic examinations during entire school life.
3. Reading readiness tests given early in the first grade.
4. Observation of pupil behavior by teacher during succeeding school years, and the recording of significant facts.
5. Notes recorded after teacher visits to the home and visits of the parents to the school.
6. Questionnaires, autobiographies, and interviews to obtain information from the pupils dealing with out-of-school experiences, interests, hobbies, and plans.
7. Reading tests, mental maturity tests, achievement tests, diagnostic tests, and school marks.
8. Notes of counseling interviews.

Additional important data may be gathered from such sources as girl and boy scoutmasters, playground directors, ministers, and other child-contact groups. The information should be recorded as soon as possible after it has been obtained. Since most schools have no clerical help for teachers, the teacher will have to record the information in the inventory. The cumulative file to be of value must be kept where the teachers dealing with the pupil can have access to it. Should the pupil have only one teacher, the file can be kept in her room. If the student has several teachers, the most practical place to keep the file would be in the principal's office.

Much information recorded in inventories is of no value. This fact necessitates the evaluation of the data before recording. Ruch and Segel suggest, "Each proposed entry on the inventory should be subjected to the question, 'What contribution will this item make toward the diagnosis of the child's interests, capacities, aptitudes, limitations, and vocational possibilities?'"¹

¹ Minimum Essentials of the Individual Inventory in Guidance. Giles M. Ruch and David Segel. (U. S. Office of Education, Vocational Division Bulletin 202.)

A useful practice is that of checking through the folder at specific school levels for the purpose of eliminating obsolete items and summarizing and condensing other items where use no longer justifies detailed treatment.

Using the Individual Inventory

The use made of the inventory determines the value of the instrument. Collecting, recording, and evaluating the material found in inventories are time- and energy-consuming operations and cannot be justified unless efficient use is made of it.

The following tabulation is a suggested list of items for inclusion in the inventory and the use to which each item may be put:

<i>Name of item</i>	<i>Use of item</i>
1. School marks	1. (a) They provide some basis for prediction of future achievement. (b) When compared with psychological tests through means of instruments such as the scatter-diagram, school marks can be used to determine the student's achievement as compared with his abilities. This information can then be used to determine which pupils are dangerously above or below their individual norm and are hence in need of individual attention.
2. Health record	2. (a) School schedules may be modified in terms of results of physical examinations.
(a) Physical examination	(b) Will produce a clear insight into lack of stamina, temperamental instability, poor work habits, and other irregularities.
(b) History of illness	(c) Sudden change in weight often indicates a more serious difficulty.
(c) Weight-height chart	(d) Basis for referral.
3. Standardized tests	3. (a) Determine readiness to assimilate.
(a) Reading-readiness tests	(b) Determine pupils' strong and weak educational areas.
(b) Psychological tests	(c) See 1 (b).
(c) Achievement tests	4. Acquaint teacher with background material that may be cause for irregular behavior and habits, such as:
4. Family and cultural background	(a) Inability to get along with other children.
(a) Marital status	(b) Unsatisfactory social adjustment.
(b) Number of children	(c) Nervous tensions.
(c) Father's occupation	
(d) Religious preference	
(e) Language status	
(f) Citizenship status	
(g) Use of leisure	
(h) Education of parents	
5. Extracurricular	5. Identify and develop:
	(a) Leadership.
	(b) Special talents and abilities.

<i>Name of item</i>	<i>Use of item</i>
6. Interests, hobbies, and special abilities	6. Place in the hands of teacher information that will help explain subject matter difficulties, and leads for special interests.
7. Attendance record	7. Give insight on dependability of pupil and parent. Excessive absence will have bearing on school achievement.
8. Anecdotal records	8. Give over-all picture of pupil. Show development of pupil over a period of years.
9. Personality ratings	9. Identify and develop personality characteristics. Show personality development over period of years.
10. Work experience	10. Aid older pupils in their vocational thinking. Suggest possible supplemental information for subject matter.
11. Educational plans	11. Aid counselor to help pupils in upper grades make choices of future educational plans.
12. Counseling notes	12. Show pupil's growth. Keep teacher informed of methods used to solve former problems. Enable teacher to retain the thread of the previous interviewer.

In rural and small schools the teacher becomes well acquainted with all pupils and may use the individual inventory information as a guide in individualizing instruction to care for their particular needs.

In large school systems the use may be the same—though it may also indicate the need for setting up special programs such as remedial reading room, special help room, adjusted room program, or other corrective programs best adapted to the type of school and the needs indicated by the inventory. The individual inventory properly briefed should in every case follow the pupil into the next school unit.

Dealing With Pupil Problems

Collecting and evaluating information about individuals leads to the necessity of devising ways and means of dealing with pupil problems. The following general pattern is a simple yet a universally applicable plan of action and should make full use of teacher-pupil planning whenever advisable.

1. Get the facts:

In order to do this, it will be necessary to review the information as suggested in the individual inventory and in some cases it may be necessary to call in special help, such as the nurse, doctor, psychologist, or visiting teacher. **BE SURE TO GET THE WHOLE STORY.**

2. Weigh and decide:

When the facts are assembled, fit them together and consider their bearing on each other. Look for gaps and omissions in information, and on the basis of the information decide what is to be attempted by way of adjustment. Set up possible actions and check them against the objectives. Consider their effect on the individual and the group or groups involved. **DON'T JUMP TO CONCLUSIONS.**

3. Take action:

It will be necessary for the teacher to decide whether or not she can handle the problem herself, whether she should refer it to the principal or whether to call in specialized staff members. It is seldom that any one individual knows all of the facts about any case. Select and carry out what seems to be the best possible course of action. **DON'T PASS THE BUCK.**

4. Check results:

Follow-up on most cases will be immediate and continuous and should always be done as soon as results may reasonably be expected.

In checking the results of the action, watch for changes in the individual and in relationships with others and with groups. **DID THE ACTION ACHIEVE THE DESIRED RESULTS, AND COULD PREVENTIVE ACTION HAVE BEEN TAKEN?**

Although this pattern is generally applicable in handling problems, at times situations arise that call for immediate action without an opportunity to do anything but make a lightning mental review of the facts. A continuous program of study of individual pupils by teachers will help to insure enough information about pupils to take action on most problems without making exhaustive case studies.

To aid teachers and teacher groups in focusing attention on individuals and individual differences, the following activities are suggested which may be carried on by individual teachers for their own pupils, or by teacher committees:

1. Make a study of the following types of pupils in the school room.

- (a) Overage (over 14 in the first 6 grades or 2 years above average)
Special attention should be given to reasons for overage and to what the school is doing to adjust these pupils.
- (b) Underage. Again, emphasis should be on reasons, and on the types of adjustments made for providing balanced growth.
- (c) Those mentally deviating from the average.
- (d) Those with personality characteristics to be developed or minimized.
- (e) The physically handicapped.
- (f) Those with temporary educational disabilities.
- (g) Those with educational disabilities in certain skills.

2. Study drop-outs, with emphasis on those dropping between elementary and high school.

- (a) How many drop-outs?
- (b) What types of pupils drop out?
 - (1) Mental ability
 - (2) Home background
- (c) Why did they drop out?
- (d) What kinds of adjustments have they made since leaving school?
- (e) What kinds of occupational information should these pupils have had?
- (f) What provisions are made in the school for providing occupational information for these pupils?
- (g) Could preventive action have been taken?

3. Evaluate occupational information provided for all pupils through stories, discussions of how people live and make a living, and through planned pupil trips to business and industrial establishments. Is the desired general occupational orientation being achieved for all pupils?
4. Make a special study of "problem cases" from the records and from follow-ups.
5. Write up case histories.
6. Hold teacher conferences to discuss boys and girls as individuals.
7. Hold teacher conferences on objectives directly related to the pupil.
8. Make a "special talents" study to discover unusual abilities and very intense interests.
9. Examine cases and practices in school discipline to see if policy and practice is to "chastise," or to "train and educate."
10. Bring in specialists—such as child psychologists and psychiatrists—for a series of meetings to discuss cases, considering:
 - (a) How did the problem come up?
 - (b) What was done about it?
 - (c) What should have been done?

The follow-up should be continuous from class to class, and from teacher to teacher, so that teachers may continually evaluate and adjust their programs and procedures in light of the findings.

Teacher-Pupil-Home Relationships

The development of pupil, teacher, and home relationships should be a part of the guidance program because the home and the school influence the personal and emotional growth of the child.

If a teacher wishes to develop a desirable relationship with the home, it is essential that a mutual feeling of confidence and trust exist between her and her pupils. If a feeling of security and of being wanted is to be met (which is essential to the proper emotional and personal development of children), the teacher should make every effort to develop this feeling at school.

1. Suggested ways of developing teacher-pupil relationships:
 - (a) The teacher should assume an attitude of interest in her pupils' problems and lend a sympathetic ear to the things that seem important to the child. By so doing the teacher may gain an insight into the home life.
 - (b) When pupils are absent from school, welcome them when they return and make them feel they were missed while they were gone.
 - (c) The teacher should look for commendable points in pupils' work.
 - (d) Treat behavior problems in the same light that a physician views a physical disability.

2. Suggested ways of developing teacher-home relationships:

- (a) Make periodic and meaningful progress reports or send letters telling points of achievements or growth traits.
- (b) Make home visits.
- (c) Hold conferences with parents at school—
 - (1) Open house
 - (2) Parent-teacher meetings
 - (3) Parent visits to classroom

In-Service Training of Teachers

If guidance is to be effective in more nearly meeting the needs of individual pupils in the elementary school, the teacher must be trained to recognize guidance materials and practices and to use them effectively. The following are suggested methods of on-the-job training for this purpose:

1. Committee work on the study of guidance.

A teacher working on a committee responsible for developing a program of guidance will become aware of guidance practices and their value in meeting the needs of the individual pupil. Committee work is one of the best forms of in-service training.

2. Extension courses on guidance.

Most schools are close enough to a teacher-training institution to make extension courses on guidance possible.

3. Use of consultant service.

A specialist in guidance can be very helpful to a group studying guidance. There are critical periods in any study program when the assistance of an expert can be very effective. Unless a group has been working in the area of guidance to the extent that members have problems or wish direction in their study, a consultant is of little value. In selecting a consultant, a person from a nearby community which may have a successful guidance program should not be overlooked.

4. Visitation of schools where a successful program is being conducted.

Observation of teachers successfully using guidance practices is often an excellent way of developing enthusiasm for and an understanding of the guidance program.

5. Case study clinics.

Group meetings in which individual student problems are presented for group consideration are very helpful in sharpening and adding to the teacher's techniques. These problems must be presented with all available information bearing on the case. Caution should be exercised that materials used and discussed at these meetings are strictly confidential.

6. Workshops.

The workshop program furnishes an excellent opportunity for helping teachers work out their own problems with the help of specialists and other teachers.

Evaluating the Guidance Program

In order to be used effectively an evaluation technique must not be too difficult to administer. A checklist such as the one below is an effective technique.

Question	Yes	No	Some extent	
Is any one person responsible for carrying out the guidance program?				WHO RESPONSIBLE
Is a revision committee continually working on the program?				KIND
Are individual inventories in use?				KIND
Are inventories checked and evaluated at regular intervals?				HOW OFTEN
Do teachers show evidence of recognizing individual pupil needs?				HOW
Have changes been made in the curriculum as a result of studying pupil needs?				WHAT CHANGES
Is there a functioning program of in-service training for teachers?				WHAT
Is vocational information being given throughout the grades as a continuous program of how to live and how men make a living?				IN WHAT GRADES
Is the elementary guidance program tied to the junior and senior high-school program?				HOW

SUMMARY

1. The administrator should be cognizant of the fact that results will not be spontaneous, but that guidance is a continuous program taking into consideration the total growth process of the individual pupil. It is the responsibility of the administrator to initiate and carry the program forward.
2. The individual inventory correctly used is the best assurance that the teacher has a complete picture of the pupil.

3. A working pattern for handling pupil problems and showing types of activities suitable for studying individuals and their problems should be one outcome of an adequate guidance program.
4. There should be a mutual teacher-parent attack on understanding pupils' problems and working together for their best solution.
5. If guidance is to be effective, teachers must be trained to recognize guidance materials and practices and to make effective use of them.
6. A program of guidance which gives consideration to pupil needs should be developing and growing in every school which is to function effectively.

RECOMMENDATIONS

In order to achieve the ends set forth in this report it is recommended:

1. That the program of guidance shall not be limited to the secondary field of education, but should be functional in the life of the pupil during his entire school life.
2. That much information regarding the way people live and work should be included in the elementary school social studies program.
3. That in a school in which there are drop-outs before entrance to the next school level a careful study of community work opportunities should be undertaken.
4. That in any elementary school there should be a carefully planned orientation program between the last grade and the next school unit.
5. That both pre-service and in-service teacher training should make adequate provisions for training of the elementary teacher for her part in the guidance program.
6. That teacher-training institutions explore the possibilities of cooperating with social agencies for the purpose of giving teachers training in use of case studies which include many home contacts. Such training should be supervised by both the college and the social agency.

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RELATION OF WORK EXPERIENCE TO GUIDANCE

PRESENT CONDITIONS

BECAUSE of the great extent of student employment and the many opinions regarding work-study programs, it is desirable that a brief statement be assembled which may sum up the thinking and discussion in this field.

For the purpose of this summary, work experience may be defined as experience secured by work done by students while attending school for which they receive remuneration, and that being done by students under the supervision of the school for which they may or may not receive remuneration.¹

The extent of work experience being obtained by students today is considerable and of corresponding potential value. In most high schools throughout the country it may be said that all those students who want work are employed in some capacity. Some of the larger war production centers have standing orders with the schools in the district. Some cities have worked out plans whereby two students are used on one full-time job. Most schools are aware of their present responsibility to do what they can to make it possible for students to help the manpower shortage. The result is that each school and each community has developed its own method of scheduling, programming, and recognizing the work being done by the millions of young people. In many respects the situation is commendable but it does indicate the need for a statement which will do much to clarify action on the part of the school in harnessing the guidance values inherent in the work being done by students.

BASIC ASSUMPTIONS

Six basic assumptions are presented for consideration:

1. All work experience has an element of value to the student. This assumes that any kind of work done by a student helps him in varying degrees to make more intelligent vocational and educational choices later in life.
2. Work experience for all students should be encouraged within the legal limits of age for employment and in consideration of the interests, health, and school record of the student. This statement assumes that there should be no such encouragement when limitations become a factor in any individual case.
3. Greater value is obtained for the student when his work experience is properly related to and supervised by the school. This assumes that

¹ Schools and Manpower, American Association of School Administrators, 1944.

planned relationships between the school and the student, and the school and employer will aid in using the job as an educational experience helpful to the student.

4. Some work experience is of such a nature that if properly related and supervised by the school, school credit may be granted. This result is dependent to a great degree upon the policy of the school and the attitude of the accrediting agency.
5. Any work experience, even though credit is not given by the school, should be recorded by the school so that it may become a part of the cumulative record of the student.
6. It is the responsibility of each State and local community to work out a program of action with respect to the work being done by students. "Made work" superimposed upon the school by an outside agency is a poor alternative to a program developed in each school or community.

OBJECTIVES OF WORK EXPERIENCE PROGRAM

The need for guidance of individuals in a program of work experience becomes more evident to administrators and counselors as the above premises are examined. It becomes the responsibility of each school to organize the guidance program in such a way as to obtain maximum values inherent in work experience. Each of the following potential results of a work experience program should be used to full advantage:

1. *Exploratory Values*

Any work provides exploratory experience which helps the student to know better his own inclinations, abilities, and desires. This may affect the school subjects he is taking or plans he is formulating. It may affect his later vocational decisions. It may be either positive or negative in nature, i. e., he may know better what he does not want to do as well as what he may want to do. In any case the student is helped. In addition, the counselor is helped because he is provided with practical life situations which make counseling more meaningful.

2. *Desirable Work Habits*

These will vary in degree and kind depending largely upon the nature of the work done, the policies of the employer, and the amount of work supervision provided. It is extremely important for students to develop habits which are concerned with getting along with other people, operating on a schedule, developing an appreciation of the value of property, eliminating fears in working with other people or machines, learning to follow instructions, and developing respect for authority and an appreciation of the value of time with the corresponding need for a time schedule. Each of these characteristics is of guidance significance and can be learned best when provided through actual work experience.

3. *The Value of Money Take on New Meaning*

In those cases where money is received for work done, each student faces the decision as to what to do with the money earned. This makes apparent the need for budgeting, spending, and saving money wisely. It must be granted that negative results are often obtained at this point because the school, parents, or both have not assumed some responsi-

bility in helping the student in the use of the money earned. In any case, however, the value of a dollar becomes significant in the experience of the student. Neither the teacher nor the counselor can convey the lesson as well as can actual remunerative work experience.

4. *An Evaluation of the School Curriculum Is Made Possible*

As students work, the need for learning and knowing the basic skills developed in the schools becomes more significant. Likewise, school counselors and administrators may obtain from both students and employers helpful facts with respect to extension of training in the school program, as well as respecting new forms of training to replace the old. In any case, resources for the guidance program accrue, which affect the life of the student working and which should revitalize the school curriculum for other students.

5. *The Schools May Use the Work Experience Program to Develop Good Public Relations*

The effectiveness of a school-guidance program is directly related to the attitude of the public. When schools work with students, parents, employers, and constructive community agencies in the development of a comprehensive work experience program for the benefit of students, they can do much to help the public to understand better the place and job of the school. The counselor, on the other hand, becomes better acquainted with the needs of the community. The education of the student thus becomes a cooperative venture in which all have a part, but which becomes most significant for the student when each understands thoroughly the part the other can and should play. For this reason it is important for a school to use the work experience of students in the development of such a program.

RECOMMENDATIONS

In the light of these potential values for the guidance program which are inherent in all types of work experience, it becomes desirable for each school to consider a number of recommendations, any one or all of which may be inaugurated depending upon the policy and nature of the school.

The following recommendations are submitted for such consideration:

1. Determine the extent of work being done by the students, whether or not pay is involved.
2. Determine the nature of work being done.
The kinds of work should be classified in order to give the school a basis for action with respect to credit or record possibilities. These should be itemized in accordance with sets of criteria set up by each school.
3. Evaluate the work being done by the students.
Itemize those kinds of work which may deserve school credit and develop a satisfactory program of supervision.
Itemize those kinds of work for which some other type of recognition should be provided. All work experience should be recorded on the cumulative record and suitable forms for this purpose devised.
4. Where placement responsibility has not already been assigned, provide for someone to take care of the placement phase of the work experience program of the school.

This involves close relationships with local employers and an intelligent selection of students who can profit most from the work experience involved in each job order received.

5. Provide for a variety of work experiences within the school.

There are many kinds of work that need to be done in order to carry out the normal functions of a school. These should be organized and vitalized so that a maximum number of students have an opportunity to profit from work experience.

6. Provide special individual counseling service for those who are working and desire help with respect to the work being done.
7. School principals should study with their teachers means of developing the possibilities of using the daily work experiences of students in connection with regular subject teaching. This means that the counselor or coordinator will need to supply the necessary factual information.
8. Provide for group meetings with those students who are working so that they may recognize better the values they are receiving from their work experiences and be aware of the school's attitude toward such work.
9. Set up an evaluation procedure to determine the real values of the work experience program and its effect upon individual students.

It is important that schools throughout the country develop an attitude and a viewpoint toward the work experiences of the students in school. Beyond this a program of action is desirable in line with policies and plans formulated within each school. This statement attempts only to formulate a few of the basic considerations as schools set up their own programs of obtaining full value of the work experiences of the students.

RESPONSIBILITIES AND DUTIES OF THE VARIOUS MEMBERS OF THE SCHOOL PERSONNEL IN THE GUIDANCE PROGRAM

THE PROBLEM

GUIDANCE in the public schools is a joint function of the entire faculty (superintendent, principal, classroom and homeroom teachers, and those engaged in specialized services), as well as of the individual designated as school counselor.

The "what, why, when, where, and how" of their responsibilities and duties with respect to the several problems which they encounter and endeavor to solve, in a manner satisfactory to themselves and to society, is the theme of this report.

The term "guidance" has been defined in various ways, but for the purpose of this report the definition suggested some time ago by the U. S. Office of Education is accepted as being a broad and liberal statement suitable for guidance service in the public schools:

Guidance is the process of acquainting the individual with various ways in which he may discover and use his natural endowment, enhanced by special training available from any source, so that he may live and make a living to the best advantage to himself and to society.

The six phases of guidance, as set up by the same office, viz: Individual inventory, occupational information, counseling, training opportunities, placement, and follow-up, are accepted as constituting the core of the guidance program.

CONDITIONS NOW EXISTING

There are, at present, few individuals throughout the country thoroughly prepared to assume the responsibility of initiating and operating a well-organized program of occupational information and guidance. That fact, however, does not preclude the necessity for setting up a schedule of the responsibilities and duties of the several members of the school personnel who are to be responsible for such a program. It is, on the other hand, the best evidence of the need for such information. When the requirements of such a program are once determined and agreed upon, we can then proceed to make the necessary preparation for assuming the responsibilities and for performing, in an acceptable manner, the duties inherent in such a program.

OBJECTIVES OF THIS REPORT

Therefore, it is the purpose of this report to set forth the various responsibilities and duties of the several members of the school personnel with respect to a well-organized program of occupational information and guidance. These responsibilities and duties will vary with respect to the size of the institution and other considerations. It is the purpose of this report to present a general outline which may be expanded to become applicable to the larger institutions and condensed to apply to the smaller schools. The following outline of responsibilities and duties of the school personnel is submitted for consideration.

GENERAL PROGRAM OF ACTION

Responsibilities and Duties of the Administrator

It is the business of administrators of local schools to offer sympathetic, intelligent, and informed guidance to all pupils enrolled. In order to achieve this goal, it will be necessary for the administrator to recognize four closely related factors of the program:

1. Guidance leadership.
2. Service of special consultants.
3. The participation of all staff members.
4. An evolving curriculum and a flexibility in scheduling pupils, based on evidence of individual pupil needs as revealed by a functioning guidance program.

The administrator's task is one of coordinating the efforts of all in order to achieve the appropriate emphasis on the guidance program. In view of these statements, the following functions of guidance are suggested as the responsibility of the administrator:

1. Recognize the need and importance of a comprehensive guidance program and give it his personal support.
2. Make his staff cognizant of the value, functions, and problems of guidance.
3. Provide for a guidance committee.
4. Provide suitable quarters and facilities for the counseling service.
5. Arrange the school schedule so that counseling service is possible for all pupils.
6. See that ample time is allowed for the counselor.
7. Make adequate provision in the budget for carrying on the guidance program.
8. Establish and maintain a cumulative record system.
9. Establish a program of in-service training for members of the staff.
10. Offer special inducements and recognition to counselors in the guidance program where extra services and training are required.
11. Select counselors on the basis of established criteria.
12. Evaluate and revise curricular in an endeavor to meet pupil needs.
13. Offer extra-class activities to aid in social development.
14. Coordinate all available extra-school resources to aid the program.
15. Work out and coordinate the guidance program cooperatively with members of the staff.

- 16. Evaluate the guidance program in cooperation with the staff to determine its effectiveness.
17. Give desirable publicity to improve school, home, and community relationships.

Responsibilities and Duties of the Counselor

Certain definite phases of the guidance program can best be carried on by a trained counselor. His duties, in part, are presented in the following general statements:

1. The counselor should establish procedures that will result in providing an individual inventory for each and every pupil and make this information accessible to all members of the school staff, so that its use will provide a better understanding of the pupil and thus contribute to his individual needs.
2. The counselor should provide for the collection and dissemination of occupational information.
3. The counselor should counsel with individuals. Counseling will involve, even in any one interview, some or all of the following problems:
 - (a) Choice of a vocation or area of occupation.
 - (b) Program of training necessary to prepare for or lead to entry into chosen occupation or occupational area.
 - (c) Adjustments in their educational training plans.
 - (d) Adjustments in their occupational plans.
 - (e) Many related problems involving individual development, improvement, and adjustment in their physical, mental, and emotional growth.
4. The counselor should carry on placement work by assisting graduates, drop-outs, and part-time students in obtaining employment within range of their interests, abilities, and aptitudes directly or through other established agencies. Placement should also be interpreted broadly to include adjustment into the student's next phase of life activity whether wage earning or not.
5. Make follow-up studies for the purpose of evaluating and improving the school curriculum, and of assisting the pupils in modifying plans to solve old problems and adjust to new ones.

Responsibilities and Duties of the Classroom Teacher

Every teacher, whether he is conscious of the fact or not, has an important role to play in the occupational information and guidance program. The position of the classroom teacher is of such a nature that he can give valuable assistance to the pupil, particularly in regard to occupations related to his field—occupations for which that particular subject is necessary and those for which it is recommended. For the purpose of this report, the term “classroom teacher” shall include academic, vocational, or specialized teacher. His duties and responsibilities may be summarized as follows:

In the Area of the Individual Inventory

1. Assist in the compilation of the cumulative record.
2. Keep pupil's individual inventory up-to-date.

3. Have a thorough knowledge of every pupil in his group.
4. Furnish the counselor information concerning pupils.
5. Secure necessary information to aid in parent contacts.

In the Phase of Occupational Information

1. Cooperate with school counselors in the dissemination of occupational information.
2. Contribute occupational information from his own specialized field.
3. Stress, with careful regard to realistic conditions, the occupational value of subjects taught.
4. Provide developmental group activities in citizenship, leadership, and personality.
5. Explain the importance of traits of character and personality needed to become a successful worker.
6. Help the student to evaluate important outcomes of successful work in addition to salary.
7. Encourage the pupil to work up to capacity.
8. Assist in preparing assembly programs dealing with vocational guidance.
9. Interpret the vocational implications of school subjects and help students develop proper work attitudes.
10. Assist the counselor in arranging and carrying out occupational trips.
11. Assist in the development of poster materials, plays, and similar activities related to guidance.
12. Encourage the use of visual and auditory aids.

In the Field of Counseling

1. Be on the alert for interests, aptitudes, plans, and behavior patterns which the student's counselor should know about.
2. Direct to the counselor those individuals who need specialized help.
3. Serve on committees related to the guidance program.
4. Study and practice good interviewing and counseling procedures to make any counseling that he may be asked to do more effective.

Responsibilities and Duties of the Vocational Teacher

The vocational teacher should stress the vocational aspects of the individual taking the course. Occupational information should also be relayed to other teachers, giving possibilities of more vocational aspects. Thus the vocational teachers should be used as a source of occupational information. The vocational teacher should contribute articles for the school paper about work, trends, training, and such other information as may be helpful.

Guidance responsibilities of vocational teachers, such as home economics, commercial, diversified occupations, distributive, and trade and industrial education, are both general and specific. Their general duties should include information about the pupil relative to his personality traits, interests, occupational training needs, and work habits. Their specific duties relate to use of test results, compiled by the guidance department, and assistance in the proper selection of individuals—both into and out of their courses.

Responsibilities and Duties of the Librarian

The librarian is indispensable in a well-rounded guidance program. The librarian should:

1. Be familiar with and sympathetic toward the guidance program.
2. Be willing to make the library a laboratory for pupils seeking occupational information.
3. Be eager to make students "guidance conscious."
4. File and catalog material in accordance with standard practices.
5. Assist teachers in assembling and distributing guidance materials.
6. Prepare files of school and college catalogs.
7. Set up a plan for the circulation of books, pamphlets, periodicals, and clippings about occupations among all members of the school faculty and pupil personnel.

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Part II

II. Reports of the State Supervisor Committees

"The State Supervisor Examines His Job"

Name and Membership of the Committees

1. Section VII of the State Plan as a Program of Action.
Winston D. Purvine, Joseph Bedard Leo Smith
Chairman
2. Establishing Relationships on the State Level.
Roland G. Ross, *Chairman* John Fred Ingram Raymond S. Orr
3. The Plan of Action in Local Communities.
Glen C. West, *Chairman* J. Fred Murphy Harold M. Ostrem
M. J. Emerson Fred O. Wygal
4. Training Local Counselors and Other School Staff Members in Essential Procedures.
John H. Hughes, John A. Kubiak Fred Westberg
Chairman
5. Resource Information and Other Services Which Can Properly Be Supplied From the State Office.
Rufus D. Pulliam, W. H. Coulter Stanley Ostrom
Chairman
6. The Supervisor's Annual Schedule.
Glenn E. Smith, *Chairman* Gertrude K. Peterson Pearle K. Sutherland
7. Relationships of the State Supervisor with the Federal Office and with Other State Supervisors.
Ella Stephens Barrett, Winston D. Purvine Fred O. Wygal
Chairman

SECTION VII OF THE STATE PLAN AS A PROGRAM OF ACTION

THE PROBLEM

WHAT ARE THE functions and responsibilities of the State Supervisor of Occupational Information and Guidance in carrying out Section VII of the State Plan as a program of action?

CONDITIONS NOW EXISTING

There is a need for preparation of material based upon the State Plan that will be useful to the State Supervisor of Occupational Information and Guidance, as a guide in developing occupational information and guidance programs.

OBJECTIVES OF THIS REPORT

The objectives are:

1. To provide a break-down of the activities contemplated in the State Plan to show the functions of the supervisor's work in broader detail.
2. To provide an outline of steps useful in establishing and using an advisory committee for State and local guidance programs.

The State Plan

The committee adopted the organization of the State Plan of Occupational Information and Guidance as reported by a committee of the Third National Conference of State Supervisors of Occupational Information and Guidance at Cambridge, Mass., August 1942, as a basis for preparing a plan of action. All numerical and letter headings included in this report are related to those of the State Plan.

A. Introductory Statement of the Need for Program and Its Functional Purpose

The introductory statement is best studied as a unit because of its nature. Each succeeding sentence is based upon those that have been stated before. Therefore, no analysis is made at this point.

It should be emphasized that the introductory statement is the premise on which the conception of the Occupational Information and Guidance Service is predicated; and, as such, provides a fundamental statement with which each supervisor should be well acquainted. It supplies the grounds upon which the extension of service to the educational fields is built.

B. *This Section of State Plans Deals with State Administration; Therefore It Is Deleted From This Report.*

C. *Functions of the Occupational Information and Guidance Service*

1. Functions of the Service shall include the following:

(a) Studies and investigations:

(1) Studying employment conditions in the State as a guide to occupational information.

(a) Assembling data from various agencies. Many agencies conduct surveys, make reports, or continuously prepare material having significance as occupational information. The State Supervisor of Occupational Information and Guidance may secure permission to make use of such material and bring it together.

(b) Analyzing data to determine employment conditions. The State supervisory staff will find it necessary to analyze carefully the data assembled from various agencies in order to present material of use to schools or other agencies receiving service. Such information as number of persons employed—by totals or by types of jobs—age groups—and that which indicates trends should be included. When possible an indication of the direction and rate of trends should be shown.

(c) Instigating studies of employment conditions by schools, labor, management, and other groups. Wherever possible the State Supervisor of Occupational Information and Guidance will encourage or suggest studies of employment conditions that can be conducted by these groups. In some cases these groups may be better adapted to conducting a study.

(d) Reporting employment conditions. Reports or summaries of studies should be prepared in the State office for the use of counselors and others.

(e) Utilizing data collected by State Commissioners of Labor, Agriculture, and other State officials. These data must be collated and interpreted for use in schools.

(f) Instigating local community surveys and assisting in making results available to other schools. In many cases the State Supervisor of Occupational Information and Guidance will be called upon to prepare survey forms of various types.

(g) Promoting follow-up studies of "school-leavers" as a means of securing occupational information.

(2) Surveying the school facilities of the various communities to ascertain the best means for establishing programs of occupational information and guidance suited to the individual communities.

(a) Personnel—Determine the number of persons who are in or who may enter guidance activities. The quantity and quality of the personnel should be determined as well as facilities needed for adequate training in guidance activities.

- (b) Counselor time available. Secure information as to amount of time available or school time which can be provided for individual counseling. Personnel and time for other guidance services should also be ascertained. This information will be useful in various ways, chiefly in planning in-service and pre-service training, case load studies, cost of guidance programs, and certification of guidance personnel.
 - (c) Space and material available. Space that can be made available for guidance personnel—private office or room for interviews. Office should be equipped with telephone or have one adjacent. There should be adequate filing equipment for materials and records. Space should be available for reading and display material. Essential material such as occupational information, tests, and other relevant items must be provided if probable success of guidance program is expected.
 - (d) School and community facilities useful to the guidance program. Data concerning facilities for work experience, placement, follow-up studies of "school-leavers," occupational and training information, and special services will be valuable in preparing plans for the guidance program.
 - (e) Nature and extent of existing guidance practices. The school and other agencies that have developed complete programs of guidance may have practices in effect that should be considered in the preparation of plans. It is, therefore, necessary to study the extent and effectiveness of guidance practices in the State.
 - (f) Adequate financial support for a program of occupational information and guidance is necessary.
- (3) Preparing proposals for the organizing of guidance programs on the local level.
- (a) Consulting with school and community groups. Plans for new programs or revisions of old ones will be better fitted to local conditions if developed in consultation with local individuals and groups. The basis for general proposals and for establishing local advisory committees can be established only in this manner.
 - (b) Preparing a proposed organizational plan. During consultation, and after study of conditions, the State Supervisor of Occupational Information and Guidance will prepare or assist in developing a plan showing organization of the service.
 - (c) Preparing a proposed operational plan. It will be found valuable to develop a plan showing the operation of the program generally and specifically, including: (1) Relationships between counselors and others, and (2) the content and functions of the service.
 - (d) Preparing proposals in cooperation with proper individuals and groups. Such persons as school administrators, boards of education, teachers groups, counselors, local and State advisory committees, and others should be consulted.

- (e) Following up proposals. The State Supervisor of Occupational Information and Guidance should give further assistance after adoption of plans. This assistance may be in-service training for administrative and supervisory staff or principles, relationships, and essential procedures. Another phase of work would be assisting persons designated to carry on programs in what-to-do and how-to-do it.
- (4) Planning studies, surveys, and investigations in the field of occupational information and guidance.
 - (a) Determining problems needing study. The State Supervisor of Occupational Information and Guidance probably should utilize an advisory committee for this purpose—especially at the State level. Guidance practices and community surveys for various purposes other than occupational, which are discussed elsewhere, are examples.
 - (b) Securing survey committee. Plans to secure a survey committee to aid in directing and carrying out the survey activity should be made.
 - (c) Developing general plans. The supervisor and the survey committee will find it valuable to have complete plans developed before actually beginning the survey.
 - (d) Preparing forms, letters, and instruction sheets. It is an essential part of planning to develop these materials in advance of the survey.
 - (e) Making plans for training the survey personnel. Thorough training for the survey personnel will improve survey results.
 - (f) Making plans for assembling, interpreting and preparing results for use. If plans for these uses are spotlighted, they will be valuable in giving proper direction to the survey.
- (5) Preparing material for distribution to individuals, schools, and other agencies, describing successful studies, surveys, and investigations in occupational information and guidance.
 - (a) Selecting data and materials which may be used by counselors with care is necessary in order to confine distribution to valuable and useful items.
 - (b) Interpreting the data and materials so that easy use can be made in the counseling and guidance programs is important.
 - (c) Providing for the reproduction and distribution of the prepared materials are essential steps.
- (6) Working with schools in determining and recommending such equipment, library materials, and other supplementary supplies and facilities as will be needed to make a program of occupational information and guidance effective in the several school units.
 - (a) Information concerning equipment, library materials, and other items should be continuously sought and secured.
 - (b) The supervisor will serve the guidance program well by appraising the value of such materials.
 - (c) Information concerning such materials and facilities should be disseminated with suggestions as to the appraisal.
 - (d) Supplying suggestions for use of the materials.

- (7) Promoting, throughout the State, follow-up studies of graduates and former students in secondary schools and particularly all vocational schools and classes in order to reveal from the experience of such "school-leavers" better ways of serving the individuals in the schools and of adjusting school programs to individual needs, both in wage-earning and non-wage-earning occupations.
 - (a) By showing values of follow-up studies in effecting changes in curriculum, guidance practices, and other areas to relate better the work of the schools and classes to individual needs.
 - (b) Assisting schools to establish follow-up procedures of graduates and drop-outs by giving active aid in planning the surveys and use of data.
 - (c) The supervisor should indicate effect upon general school curriculum, vocational training offerings, and guidance program. Implications for the adjustment of in-school persons and for further services to out-of-school individuals will be indicated.
- (8) Promoting and utilizing community occupational surveys.
 - (a) Interest in the need for community occupational surveys may be stimulated by showing the values of results in terms of the occupational information made available along with its value in occupational adjustment and revision of training offerings.
 - (b) Training needs will be determined.
 - (c) The effectiveness of the complete educational program or its phases may be determined by use of data collected.
 - (d) Trends as to decline of occupational opportunity in some fields and increase of opportunity in other areas may be noted with valuable implications for guidance programs.
- (b) Promotion
 - (1) Consulting with school authorities, such as superintendents, principals, and supervisors desiring information regarding establishment of programs of occupational information and guidance in order to aid in the organization of such programs as have been approved by the local authorities. (Refer to sections (2) and (3) of (a) for further suggestions.)
 - (a) Field visits to school authorities may be used as a means of encouraging interest and giving information as to services available.
 - (b) The giving of information regarding established occupational information and guidance programs in other communities may encourage interest.
 - (c) Rendering assistance in organizing programs approved by local authorities is a part of this phase of promotion.
 - (2) Making special studies of the needs of rural and semi-rural school units with relation to occupational information and guidance, with a view to promoting a program suitable to these needs. Investigating the possibilities of cooperative effort between two or more schools in providing personnel, equipment, and occupational information and guidance programs in rural school units which, because of small enrollment or other

reasons, may be unable to provide complete programs for themselves.

- (a) Making studies of the needs of rural and semirural school units may be used to secure information relative to their special problems.
 - (b) Interest in the guidance programs formulated for rural and semirural school units will be encouraged by individual conferences, discussions with groups, or by other appropriate ways of informing key persons in the school and in the community at large.
 - (c) The possibilities of establishing cooperative guidance programs, including common personnel and facilities for two or more school units, will require investigation. When facts are known, plans may be made and interest in them promoted. The legal and administrative obstacles to be encountered must be carefully investigated.
- (3) Aiding in the development of the program by making his services as a speaker available through civic groups, parent-teacher organizations, teachers' meetings and conferences, and similar groups, setting forth the basic principles of a sound and effective program of occupational information and guidance.
- (a) The supervisor should plan his services so as to develop properly additional interest and support by serving as a speaker before civic groups, P. T. A. meetings, teachers' groups, and other gatherings. He must consider this use of his time in relation to his other duties and proportion it accordingly.
- (4) Promoting occupational information and guidance programs by working in close cooperation with existing agencies, public and private, which contribute to the advancement of the various objectives of the program.
- (a) A primary step is establishing and maintaining working and cooperative relationships with these agencies. (Examples: U. S. Employment Service, Veterans Administration, National Vocational Guidance Association, social and health agencies.)
 - (b) The supervisor should keep the agencies fully informed of program activities.
 - (c) The supervisor may promote the occupational information and guidance service program through entering into activities of these organizations which affect the guidance program, but should observe caution as they consume much time.
 - (d) Securing active participation of members of these agency staffs as a promotional device.
- (5) Promoting occupational information and guidance programs for persons no longer enrolled in full-time day schools.
- (a) The supervisor will encourage school and public interest in extending the school guidance program to serve those individuals who have recently left school.
 - (b) The developing of interest in community adult counseling programs is a necessary activity and may be accomplished through giving assistance in organizing such programs and in other ways.

- (c) The supervisor will find it essential to secure the cooperation of other agencies in developing, establishing, and maintaining adult counseling programs.

(c) Supervision.

- (1) Supervising the occupational information and guidance programs in public schools of secondary grade in the State, with particular attention to vocational schools and classes, and programs for persons no longer enrolled in full-time schools.
 - (a) Evaluating the guidance programs is an essential activity. Develop evaluative material or use material prepared by other State Supervisors of Occupational Information and Guidance. The custom usually is to evaluate practices in essential areas of service. Periodic reports are desirable.
 - (b) Constructive criticism based upon the evaluation may then be given.
 - (c) An exchange of experiences and observations by the State Supervisor of Occupational Information and Guidance and local authorities and counselors is essential to effective supervision.
 - (d) A later check to determine progress should be made as a follow-up by the supervisor.
- (2) Studying means of improving the professional preparation of teacher-counselors or other persons who are designated in individual schools to carry on programs of guidance. Promoting means of in-service training of teachers and counselors as well as the work of teacher-training institutions in guidance.
 - (a) Study of current publications describing or outlining teacher-counselor training practices and materials. Satisfactory material should be placed in the hands of all interested parties.
 - (b) Planning and revising in-service training material to be used in short intensive courses, workshops, summer courses, and in other types of training programs. This material may take various forms, such as definition of terminology, comprehensive outlines, methodology, and others.
 - (c) Organizing in-service training programs in essential guidance procedures by developing opportunities on some basis, such as: (1) local school unit, (2) county—several schools, and (3) area or regional—several schools. This will provide opportunities to offer 30 hours of intensive work in a few days, or extend over several months. The services of individuals from teacher-training institutions and others may be used to supplement the work of the State Supervisor of Occupational Information and Guidance. Considerable work should be done with teacher-training institutions in developing the sort of counselor-training program needed by persons carrying out guidance responsibilities as well as those in training for such work. Good working relationships with training institutions *must* be established and maintained by supervisors.
- (3) Conducting, in cooperation with local authorities, group conferences and meetings for the purpose of improving local programs of occupational information and guidance.

- (a) Planning conferences and meetings in local schools on what-to-do and how-to-do it. A good way to attack this problem is to survey present guidance activities to determine whether or not good guidance principles are being observed. Next make a list of the guidance needs in the school which the faculty believes should have immediate attention. The next logical step, then, is to proceed to a thorough discussion on practices and techniques.
 - (b) Preparing case studies, profile charts, and other material as a means of making conferences stimulating.
 - (c) Securing additional personnel to assist with conferences and meetings. State Supervisors of Occupational Information and Guidance from other States, guidance leaders from schools and agencies within the State, and the Occupational Information and Guidance Service of the U. S. Office of Education are suggested as possible additional personnel to render this assistance.
- (4) Devoting a considerable portion of his time to making supervisory visits with the various teacher-counselors in order to improve the work of teacher-counselors on the job.
- (a) The number of counselors and others engaged in guidance activities in the State, plus the need and amount of assistance desired, will partially determine the field work of the supervisor.
 - (b) Field work should be planned as far in advance as possible. This advance planning will permit preparation of necessary material for use in each situation and make for effective use of time. Field work should be a big part of the Annual Program of Work.
- (5) See (3) (b) and (c) and other sections; also "A One-Year Functional Graduate Program in Occupational Information and Guidance" and the "In-Service Training" reports of the Sixth National Conference of State Supervisors of Occupational Information and Guidance.
- (6) Cooperating with the various supervisors, coordinators, and teachers of vocational education in the State and in local communities to make benefits of a guidance program available to vocational schools and classes.
- (a) Assisting in or directing occupational surveys and other investigations which may be useful in starting new phases of vocational work or in extending existing programs.
 - (b) Assisting the vocational teachers in determining and meeting counseling needs of those enrolled in his class. In this problem, among others, are the following items:
 - Evaluating and using the existing individual inventory of each pupil.
 - Supplementing it where necessary, then using complete data for counseling purposes.
 - Giving occupational and other information necessary to the adjustment of each pupil.
 - Developing interview techniques and using them to insure satisfactory progress or adjustment of the pupil.
 - Placement and follow-up procedures.

(d) Records and Reports

- (1) Preparing in advance an agenda or program of each year's work and presenting it to the Director of Vocational Education.
 - (a) Actually a job analysis of the State Supervisor's work is implied in the Annual Program of Work if information for the Annual Descriptive Report is to be adequately met.
 - (b) The Annual Program of Work should be carefully outlined and the time factor given due weight.
 - (c) A copy of the Annual Program of Work for the ensuing year may be forwarded to the Occupational Information and Guidance Service, U. S. Office of Education, with a copy of the Annual Descriptive Report for the preceding year. This procedure likely would facilitate service to the supervisor.
- (2) Reporting all findings to the State Director of Vocational Education and making an Annual Report.
 - (a) Reports to the director are essential and in addition to special reports, a quarterly report should be submitted to him. A copy of this report may be sent to the Occupational Information and Guidance Service, U. S. Office of Education, this action being by agreement of State Supervisors during the Sixth National Conference.
 - (b) The State Supervisor will make an Annual Descriptive Report, Misc. 459, Rev. 1945. (A copy of this report will be helpful to the Occupational Information and Guidance Service, U. S. Office of Education, and may be forwarded immediately upon clearance by proper officials.)
- (3) Preparing all reports and records for local programs as required by the State Department of Education, and reporting to the State Director of Vocational Education.
 - (a) Data from local schools relative to guidance programs of a quantitative and qualitative nature should be analyzed and incorporated into permanent records.
 - (b) Careful records of local guidance personnel as to numbers, types of schools served, training, and other data are pertinent material for reports.

The Advisory Committee

Purpose of organizing an advisory committee. The advisory committee can render valuable assistance to the Occupational Information and Guidance Program on both the State and local level in one or more of the following ways:

Give advice and counsel concerning the program.

Inform representatives of the Guidance Service of the attitude and service of the agencies represented by committee members.

Keep agencies represented informed as to the aims, objectives, and plans of the Occupational Information and Guidance Service.

Assume sponsorship of projects, such as surveys, thus extending the work of the Guidance Service.

Important Considerations in Organizing and Carrying on Advisory Committees

1. Determining the place of the Occupational Information and Guidance Advisory Committee as related to other committees, or as a separate entity.
 - (a) In many cases the State Vocational Services will have a central advisory committee to which consultants are added for the various Services. In this case the Occupational Information and Guidance Committee may be a part of the central committee.
 - (b) In many other cases it is possible to organize an advisory committee exclusively for the Occupational Information and Guidance Service. This situation offers certain advantages. It permits concentration on the business of the Occupational Information and Guidance Service. It provides an opportunity to secure broader representation of interested agencies.
2. Determining representative membership for advisory committees in the Occupational Information and Guidance Service.
 - (a) In general, as broad a representation of educational and other interested agencies should be secured as is consistent with establishing a committee that will be workable. It is axiomatic that groups which are too large tend to conduct their business slowly and often at the expense of harmony. The supervisor of the occupational information and guidance service will find it desirable to list all agencies having an interest in the program and choose those most necessary to the program. No agency with a direct interest should be omitted from this list.
 - (b) Choices of agencies for representation can be made from such a list as the following:
 - Principals association
 - Superintendents association
 - State teachers association
 - State American Federation of Labor
 - State Congress of Industrial Organizations
 - State employers associations
 - State Department of Education (General)
 - State Department of Vocational Education
 - State Association of Vocational Teachers
 - State Vocational Guidance Association
 - Veterans organizations
 - Parent-Teacher Associations
 - Regional United States Employment Service
 - Others. (Omission from the above list should not be considered prejudicial to the inclusion of any other representation.)
 - (c) Geographical distribution is a factor on State committees. Care should be taken to secure representation on such geographical basis as will avoid too great a representation for a certain area. Sectional rivalries and urban and rural interests must be taken into account.

3. Securing nominations for representatives on advisory committees.

When the representative agencies have been determined, the responsible administrative authority should request nominations from the agencies. This request should be made in writing, and the letter should contain the following points:

- (a) Purpose and function of the advisory committee.
- (b) Request for a nomination of three individuals for each post as representatives assigned to the agency.
- (c) Statement of the term of office that will be served by the appointee.
- (d) Suggestion as to the time by which the committee is to be appointed.

4. Selecting membership of committee.

When nominations for the committee have been received, there are several steps useful in securing a congenial working committee.

- (a) The Occupational Information and Guidance Service State Supervisor should make a careful selection of preferred nominees.
- (b) The whole list with preferred nominees indicated should, then, be submitted to the responsible administrator for his approval or revision.
- (c) The individuals selected as representative members should be notified by letter of their appointments, and informed on the following points:
 - (1) Duties of the committee.
 - (2) Term of office.
 - (3) Time of meeting (if possible).
 - (4) Policy on payment of travel expenses.
 - (5) Invitation to serve based upon abilities, position, interests, or other qualifications.

5. Planning of meetings.

The question of stated meeting times should be considered. If regular meetings are decided upon, spacing should be such as to permit the transaction of accumulated business within the allotted time. Three or four meetings yearly are usual maximums on the State level. However, if meetings are called only when the need is apparent, care should be observed that the committee does not become ineffective and the members lose interest because of the infrequency. A minimum number of meetings should be fixed and observed. Two meetings during the year may be considered as the absolute minimum on the State level. Preparation for meetings should include:

- (a) Official notices. These should be prepared and sent to members of the committee when a meeting appears to be needed. Sufficient warning should be given, except in cases of real emergency, to allow several days' planning for attendance by committee members. This procedure will improve attendance.
- (b) An agenda. This is essential. It should be carefully planned to include necessary points of discussion and an effective program. The agenda should avoid the danger of committee meetings' degenerating into disorganized discussions.
- (c) Informative material. Sufficient copies to provide one for each committee member should be prepared. The agenda, progress reports, reports of studies, summaries of materials to be considered, and other items should be included.

6. Conducting meetings of the advisory committee.

- (a) Organization meeting. At the first meeting the chairman and assistant chairman should be elected by the group. The State Supervisor of Occupational Information and Guidance should be executive secretary of the State committee, and the local guidance head should serve in that capacity for local committees.
- (b) Functions. The functions of the advisory committee should be carefully and fully discussed at the first meeting, and referred to later if need arises. Full discussion by the committee will avoid many later misunderstandings. Advice and counsel are the functions of the advisory committee, but the committee should not be allowed to interpret its action as administrative or essential to the administrative process. Administrative problems, department policy, and changing of conditions make it both unwise and dangerous to ask for or imply that administrative action awaits its approval. The advice and counsel of the advisory committee are extremely valuable and are essential parts of the Occupational Information and Guidance Program. When proper precautions are observed, the committee will contribute very materially.
- (c) Agenda. The agenda and informative material should be placed in the hands of the committee in order to indicate desirable direction for the discussion to take and to serve the convenience of the members. Topics not on the agenda may be accepted for discussion if they are considered pertinent by the chairman. Sound judgment is necessary in ruling topics out.

7. Preparing report of meetings.

The supervisor or local director of guidance should be responsible for a properly prepared and edited report of business at the meeting. A stenographer may be available to take the minutes of the meeting, but care in editing will be necessary. The report of each meeting should be sent members if meetings are not frequent, or may be retained for distribution at a following meeting.

ESTABLISHING RELATIONSHIPS ON THE STATE LEVEL

INTRODUCTORY STATEMENT

THE PROGRAM of the Occupational Information and Guidance Service can function only in relationship to many other departments and agencies outside the Vocational Division and even outside the State Department of Education. In order to determine the departments and agencies with which working relationships should be established, it is necessary to examine the functions of the Occupational Information and Guidance Service and of the specific departments and agencies to determine their common interests. This examination will prevent overlapping of services.

The functions of the Occupational Information and Guidance Service at the State level are primarily promotion and supervision of the State-wide program in order that local programs may be enabled to render the greatest possible service to the greatest possible number of individuals. It is, therefore, desirable to establish such relationships with all departments and agencies which, on the local level, can make valuable contributions to the Occupational Information and Guidance Service.

DETERMINING THE DEPARTMENTS AND AGENCIES WITH WHICH FUNCTIONAL RELATIONSHIPS ARE DESIRABLE

A careful survey of all agencies and departments operating throughout the State should be made. Such a survey should indicate, in a general way, the purposes of the departments and agencies, the specific services rendered, and the classification of persons to whom the services are to be rendered. A summarized compilation of data, with recommendations, should be presented to the State Director of Vocational Education for his further consideration and action. The criteria for determining the agencies to be recommended to the State director for consideration and action have been indicated in the introductory statement above.

ANNOUNCING THE INAUGURATION OF THE OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE

The announcement of the inauguration of the Occupational Information and Guidance Service should be made by a letter written over the signature of the chief State school officer. The State Supervisor of Occupational Information and Guidance should cooperate with the State Director in framing the letter. Emphasis should be placed upon the Occupational Information and Guidance Service as an integral part of the entire State public-school system. Something of the general nature of the Service should be set forth in the initial

letter. A paragraph should indicate that the newly appointed State Supervisor of the Occupational Information and Guidance Service will in the immediate future make an initial contact for the purpose of arranging a conference through which details of mutual cooperation may be considered. In addition to the letter of announcement, any available press and radio facilities should be used, stressing the same information as the letter.

MAKING INITIAL CONTACTS

The State Supervisor of Occupational Information and Guidance should write a letter requesting a conference at the time and place convenient for the head of the respective department or agency. If necessary, the supervisor should follow such overtures by telephone, or by a personal visit.

MAKING PREPARATIONS FOR CONFERENCES

The State Supervisor of Occupational Information and Guidance should have clearly outlined plans covering points to be discussed at the conference. Such plans should include a clear, brief statement of the particular services the Occupational Information and Guidance Service can render; a list of ways ¹ through which the departments or agencies can cooperate in rendering services; a list of services rendered by each department or agency which are not related to the Occupational Information and Guidance Service program; and a provision for obtaining from the head of each department and agency a map of local offices throughout the State with the names of local officials.

THE CONFERENCE

The success of the conference will depend somewhat upon the methods used. The State Supervisor of Occupational Information and Guidance should recognize that to the heads of all departments or agencies, the work of their own departments or agencies is paramount. The plan of approach may, therefore, be to show how the Occupational Information and Guidance Service will supplement the services of their own agencies. The supervisor should also recognize that an important element in human nature is the desire to promote activities which have a personal relationship. It is wise to stress the fact that cooperation will result in greater use of facilities for which the cooperative agency is responsible. Mutual interests, definitely stated, should be recognized. However, definite decisions on pertinent details, no matter how beneficial they might be, should not be forced to an issue if the time is not ripe. The conference might well be closed with a summarization of mutual understandings. The means of informing local personnel of respective departments or agencies of the understandings reached during the conference should be a part of the discussion.

¹ See chart at the end of this report.

WRITING LETTER OF CONFIRMATION

Immediately after a conference with any department or agency, a letter should be written by the State Supervisor of Occupational Information and Guidance to the participating heads of the departments or agencies, summarizing the results of the conference. If it was agreed upon, copies of such letters or excerpts therefrom should be sent to local occupational information and guidance personnel for their information. Such procedure reduces to a written record common understandings reached.

SOME EXAMPLES OF COOPERATIVE EFFORTS ON THE STATE LEVEL

Agency	Services it can render	Services Occupational Information and Guidance Service can render
United States Employment Service---	Information concerning manpower needs on local, State, area, and national levels. Operate job placement service. Work with schools in disseminating occupational information.	After counseling refer people to United States Employment Service. Share responsibility for maintaining enlightened viewpoint on cooperative relations with United States Employment Service. Keep United States Employment Service advised as to new school opportunities.
Labor Department----	Information concerning labor legislation. Interpretations of labor laws. Statistical data on occupations.	Inform as to school dropouts. Disseminate information Labor Department wants publicized. Make estimates of safety practices in the schools of the State.
Higher Education-----	Training counselors. Organize and direct campus research bearing on guidance programs. Suggest basic courses in guidance. Provide qualified instructors.	Make surveys of those planning to attend college. Inform students concerning training opportunities and concerning occupations requiring college training. Help students to make realistic choices concerning such occupations.
	Contributions by the Agency.	Contributions by the O. I. and G. Service.

Many other examples could be listed. The State Supervisor should make an analysis chart for his State.

PLAN OF ACTION IN LOCAL COMMUNITIES

PREMISES

THE REPORT of the committee on "The Plan of Action in Local Communities" is based upon the following assumptions:

1. No one formula can be utilized by a State Supervisor as a plan of action in local communities.
2. Local communities vary and any plan proposed must be adapted to local needs.
3. There are certain common procedures in local community plans which may be suggested and applied under the guidance of the State Supervisor of Occupational Information and Guidance.

This report, based on the above assumptions, deals with concrete and practical suggestions for helping the State Supervisor of Occupational Information and Guidance in developing and carrying out a plan of action in any local community.

INTRODUCING THE SUPERVISOR AND HIS SERVICES

Official Announcement

Before any plan of action in local communities can become effective, the State Supervisor should expect appropriate ground work to have been laid in order to inform individuals, departments, agencies, and communities of the existence of the Occupational Information and Guidance Service in the State. This assumption indicates that a preliminary announcement of the appointment of a State Supervisor of Occupational Information and Guidance should be made by the constituted authority of the State through press releases, radio announcements, letters, and other media of publicity.

The announcement might well be made at regional educational meetings which are sponsored by the State Vocational Division and the State Department of Education. In any event the individual in charge of such meetings should work with the State Supervisor in arriving at a common understanding on how the personal presentation should take place. Professional meetings of different groups and organizations should provide opportunities for introducing the State Supervisor to the membership.

Regardless of how the announcement of the appointment of the State Supervisor of Occupational Information and Guidance has been planned, the following information should be disseminated:

1. Full name of supervisor
2. Title

3. Background—training and experience
4. Location of office
5. Brief statement indicating the availability of this additional service to the local schools

The Supervisor's Follow-up of the Official Announcement

The State Supervisor should follow up the preliminary announcement of his appointment by sending a letter to the proper school officials and proper officials of organizations and agencies in local communities. The letter should indicate the types of services available to the schools and communities. The services are:

1. To assist in making studies relative to:
 - (a) Employment conditions
 - (b) Existing guidance programs
 - (c) Suggestions for organizing local guidance programs
 - (d) Trends in occupational information
 - (e) Guidance materials to be prepared and made available to schools and other agencies and organizations
 - (f) Activities of former students of local schools
 - (g) Promoting and utilizing community resources in making occupational surveys
2. To assist school authorities and personnel in evaluating the present guidance program with a view to initiating or extending guidance services which will best serve the individuals in the local community.
3. To assist in the development of a sound training program in guidance, both pre-service and in-service.
4. To encourage school authorities, school personnel, and other organizations and agencies to solicit the services which can be secured through the Occupational Information and Guidance Service.

THE PLAN OF ACTION

How to Establish Contacts in the Local Community

Assuming that the foregoing announcements have been carefully carried out, the State Supervisor may anticipate invitations from some school administrators in local communities to render such services as may be available through the Occupational Information and Guidance Service.

The State Supervisor will not receive invitations nor requests from all communities; and he, therefore, must plan to contact or visit school authorities in the local communities. Where his services have not been requested, it would be desirable to pave the way by explaining through correspondence or some preliminary visit that he would like to supplement the original announcements through personal calls.

In the initial personal call, the State Supervisor should "drop in" to get acquainted and offer the services of his department. He must use his own judgment in determining how far to go with "good-will" visitations. There are times when the original visitation of the State

supervisor may be made effective by his leaving a pertinent publication or memo with the local school officials.

How to Proceed After Initial Contacts

Although the State Supervisor may not accomplish more than to establish a foothold as a result of his initial call, his major objective should be to return as often as feasible to obtain basic information concerning the local situation.

A procedure which may be used to advantage by the State Supervisor in dealing with local school administrators on the original visit is as follows:

1. Seek out the local administrator's viewpoint on guidance through the initial call.
2. Through discussion, seek out the nature of the local program as it exists in the schools and in the community.
3. Discover by discussion or exploration of materials, which may be presented in the course of the visit, some of the major problems concerning guidance in the local community.

If a school administrator has requested the services of the State Supervisor, logically the circumstance would necessitate getting immediately to the problem or problems for which the conference was sought.

The nature and results of the original conferences with local administrators should determine the proper local methods and techniques for reaching members of the school staff and community leaders interested in the local guidance program.

Actual Methods and Practices for Action in Local Communities After Professional Clearance With the School Administration

Whether the State Supervisor meets with county, city, or town school authorities, the following procedure may be helpful in making a direct approach to action on the local level.

A careful study should be made of the local situation—county, city, or town. This would involve:

1. A study of objective data available relative to problems of current enrollees and former students. If no objective data are available, the State Supervisor should assist the school administrators and those to whom such responsibilities have been delegated to outline a plan for local action.
2. A study of existing local policies, nature of existing school and community personnel for guidance, and delegated duties of those responsible for guidance in order to determine the extent to which the needs as indicated by the objective data have been met locally.
3. A study of conditions not being met through the existing local program.
4. A proposal for extension or modification of the local program in terms of findings under (1), (2), and (3). This may involve:
 - (a) Meeting with school administrators, counselors, and advisory committee members of the local staff, whether representing a county, a city, or a town.

- (b) Meeting and discussing with the entire faculty, upon the recommendation of the school administrators, counselors, and advisory committee, reports on procedures, local problems, and proposals for modification of the local program.

If the local needs relate to a community program of guidance, the State supervisor should meet and discuss the problems not only with school personnel but also with local community leaders. In any instance the school staff should be encouraged to exercise local leadership in programs of guidance affecting the whole community. Out of such meetings should come definite proposals for the extension or modification of the community program.

Organizing the Exploratory Experiences of the State Supervisor in Localities and Next Steps

Where the local school situation fails to present a semblance of a permanent organization for the development of a guidance program, the State supervisor might suggest and help to develop a plan whereby an "over-all" representative committee and appropriate subcommittees are chosen and assigned the responsibility for planning, coordinating, and carrying out methods and techniques necessary to meet local needs. Every effort should be made to select faculty members for such committees who have demonstrated special interests and abilities in guidance. In the consideration of the "over-all" program of guidance, the State supervisor should assist the local school personnel to coordinate pertinent community resources with the school guidance program.

The State supervisor should recognize the fact that aside from the work with designated committees, adequate provision must be made for leadership in the guidance program and for time for counseling individuals. This viewpoint applies equally to adults and out-of-school youth in a community counseling program as well as to the entire school population. However, the State supervisor will be confronted with the definite problem of assisting local school administrators in finding time among members of the school staff who may be assigned leadership in guidance, and responsibility for individual counseling. Some of the possible approaches to finding time for school personnel at the local level are:

1. To study the local schedule of classes to discover the possibility of combining similar classes.
2. To study the possibility of reallocating time of school personnel who have special assignments.
3. To work out a plan whereby each teacher has at least one period per day for counseling and other guidance activities.
4. To discover, through careful study, time which may be already available but which has not been utilized for counseling and other guidance activities, such as study-hall and lunch periods.

5. To explore the possibility of offering counseling services before or after the regular school day by reallocating the time of school personnel.

Note.—Not considered a satisfactory practice—used as a last resort.

6. To designate members of the faculty to serve as counselors.
7. To designate someone on the faculty to develop and coordinate all guidance activities.

The State supervisor should work out with the local school administrators and advisory committees an appropriate long-range program of in-service training which may consist of the following:

1. Continued studies of specific local problems growing out of experiences with the program in operation; for example, development of follow-up studies.
2. Utilization of personnel from training institutions, industry, business, social, and civic organizations.
3. Utilization of extension services of teacher-training institutions as a part of the local on-the-job training.
4. Participation in cooperative-counselor training programs.
5. Participation in professional organizations.
6. Participation in workshops.
7. Enrollment in guidance courses of institutions of higher learning.
8. Utilization of professional materials.
9. Participation in conducted excursions.
10. Short, intensive training periods at the local level, conducted by the supervisor or the person designated by him.

The State Supervisor should assist the local school and community personnel in developing a program of continuous evaluation of in-service training experiences to the end that some definite application has resulted in improving the existing local program.

The State Supervisor should assist the local school and community personnel to survey and use the facilities available for counseling and other guidance activities. A major emphasis should be placed upon the fact that effective counseling must be done under favorable conditions, which include privacy and quiet surroundings. In addition, adequate facilities must be made available for:

1. Filing records
2. Filing occupational and related materials
3. Developing a student and teacher guidance library
4. Filing and presenting audio-visual aids

The State Supervisor should assist the local school personnel in the collection, organization, and dissemination of occupational information and other guidance materials. Some of the other guidance materials would include:

1. Tests
2. Audio-visual aids
3. Lists of the community resources—social agencies, church organizations, service clubs, educational groups, and others
4. Information concerning employment trends and opportunities

5. Lists of institutions of higher learning, trade and vocational schools, evening schools, apprenticeship and training opportunities of all types

The State Supervisor should realize that part of the success of any guidance program will be determined by the understanding and support it receives from the people of the community. Therefore, plans should be formulated by representatives of the community and the schools, whereby authentic information is disseminated. Such plans may include:

1. Forums and panel discussions—parents, students, business and professional leaders
2. News releases—local and school papers
3. Radio programs
4. Meetings with the Board of Education, service clubs, parent-teacher groups, etc.
5. Career days
6. Letters and school publications sent to the homes
7. Special study groups
8. Open house
9. Annual descriptive reports by school officials, including an evaluation of the guidance program

CONCLUDING STATEMENT

In submitting this report, the committee concludes with a statement of the following principles which it believes should underlie any plan to give a State Supervisor of Occupational Information and Guidance assistance in proceeding with a "Plan of Action in Local Communities."

1. Since local communities vary, a supervisor should not take "The Plan of Action" to the local community, but may take "A Plan of Action" which can be modified or adapted to local needs.
2. The provisions of the State Plan for Occupational Information and Guidance should be the basic guide to the program when the State Supervisor is working with a plan of action in a local community.
3. There is no "hard-and-fast" sequence of procedure when developing the local plan of action. The local needs should determine the sequence.
4. A major objective in developing the plan of local action should be to stimulate local individuals and groups to improve their planning and operational procedures to the end that the local community may become more self-reliant.

TRAINING LOCAL COUNSELORS AND OTHER SCHOOL STAFF MEMBERS IN ESSENTIAL PROCEDURES ¹

IT IS RECOGNIZED that it is a major responsibility of the State Supervisor of Occupational Information and Guidance to conduct on-the-job training of school personnel in general and counselors in particular as a part of supervision; and that the supervisor, through visits and by other means, should give sufficient follow-up service to schools having established programs to maintain and expand the program of on-the-job training.

The following procedures are suggested for use, in part or in entirety, as a guide for the State Supervisor in placing the above policies in action.

A. *Analyze the Factors Involved*

Before training can be offered to local counselors and other staff members, it is necessary to determine and analyze the different factors which are involved in the problem of training the group. Some of the factors that should be taken into consideration are:

1. Demands for training
2. Personnel available to conduct training
3. Past and present guidance practices within the community or school
4. The number of trainees and their positions
5. Their previous training in guidance
6. Distance between schools and travel expenses of trainees if more than one local district participates
7. Available facilities for meeting place
8. Time available for training

B. *Find Out What Other States Are Doing*

Since many types of guidance-training programs have been conducted and are in the process of being developed throughout the various States and Territories, a careful study should be made of these programs for the purpose of adapting them, in part or in whole, to the local situation in another State. The following are some State training programs:

1. Montana County Training Guidance Institute
2. Joint Training Programs with Other Vocational or Academic Training Programs, North Dakota
3. Virginia Counselor Training Program
4. County Training Program, Arkansas
5. Maryland Counselor Training Program
6. County-wide Training Program, North Carolina

¹ See "In-Service Training" section, General Committee Reports, Sixth National Conference of State Supervisors of Occupational Information and Guidance, July 24-August 12, 1944. Other sections of the report are also relevant.

7. Maryland Cooperative Industrial Counselor Training Program
8. Coordinated Program of Teacher-Training Institutions, Maine
9. Michigan, Pennsylvania, and Missouri Cooperative Industrial Counselor-Training Programs
10. Kansas Adult Counselor-Training Program
11. Michigan Summer Workshop
12. Oregon Summer Workshop
13. Michigan Summer Camp

C. Develop the Type of Training Program Suitable to Each Situation

After the above investigations are made, the supervisor can immediately begin to develop the type of training program to fit the needs in any section or community. The number of sectional and local training programs, in the form of single meetings or a series of meetings, that can be arranged will be dependent upon the amount of time the supervisor can give to the work and the number of other qualified leaders in the guidance field he can call upon to help in this training. It must be assumed that the major part of the training, although planned by the State Supervisor, will be conducted by other personnel in the field if the training is to be extensive.

The content of each program will be variable, but should center around the basic principles and practices of guidance and fit in with the policies of the State Departments of Education, the Departments of Vocational Education, the Occupational Information and Guidance Service of the U. S. Office of Education, and the local district. It should be flexible enough to be adjusted readily to the needs of the group as expressed by the problems brought forth in the discussions. The immediate guidance problems in the schools of the counselors and staff members who attend should become an integral part of the discussion of the basic principles and practices of guidance.

Interest in the training program and a clearer understanding of the practices will be attained through the use of charts, visual aids, a discussion of actual case studies, and demonstrations of counseling interviews either by phonographic recordings or concealed microphones.

Examples of the types of training programs which are now in use are illustrated below, but are by no means the only ones available to a State Supervisor:

1. Personal conferences and correspondence between the State Supervisor of Occupational Information and Guidance and individual counselors and other school staff members concerning the basic principles of guidance, techniques, and functions and responsibilities of the school staff members.
2. Single group conferences with guidance personnel and school staff members concerning the charting of a course of action and a discussion of the functions and responsibilities of the school staff members.
3. Meetings of large groups at infrequent intervals.
 - (a) Administrative group meetings in connection with other school problems as well as those of guidance, wherein the basic functions of guidance are discussed with reference to the part which all personnel should play in the guidance program.
 - (b) Conferences of other vocational services, in which the guidance work of these services is emphasized in order to correlate it with the over-all guidance program.

- (c) Mixed faculty groups representing the school personnel of a given school system, in which their functions and responsibilities in the guidance program are developed.
 - (d) Groups of counselors and persons having some of the duties of counselors, in which the basic principles are reviewed, the techniques are stressed, and particular problems are discussed.
4. Short unit courses of four or five meetings. Groups of guidance personnel within one school system or within a county or other political or geographical division, in which the basic principles are reviewed, the techniques are thoroughly developed, and field work is done between meetings by the group as part of the training.
 5. Short, summer guidance conferences of school personnel either in local districts or in teacher-training institutions, in which the members discuss principles and techniques of guidance in a group and are subdivided into sections for work on problems of common interest.
 6. In-service training carried on within a given school by guidance instructors from teacher-training institutions, wherein principles and techniques are studied in direct relation to the local situation, and field work is done between meetings by the group as part of the training.
 7. Extension courses carried on within a given school or district by instructors from teacher-training institutions.

D. Evaluation

The evaluation of the training should be as objective as possible through a survey and follow-up study by the State Supervisor.

The following are some of the items to be investigated:

1. The opinions of the trainees as to the value of the training
2. Improved guidance services, after the training period, in the schools
3. Changes in school curriculum
4. Changes in subject matter
5. Increased use of occupational and training information
6. Increase in voluntary requests for counseling services by pupils and adults
7. Desire for more training by the trainees and others within the area
8. The development of interest in guidance by other school staff members

RESOURCE INFORMATION AND OTHER SERVICES WHICH CAN PROPERLY BE SUPPLIED FROM THE STATE OFFICE

I. Resource Information

A. Occupational

1. Purpose:

The purpose of this section is to suggest ways and means of securing current and vital occupational information for the schools of the State.

2. Definition of Terms:

(a) Occupational information is defined as that type of information which will help:

(1) The individual in studying about occupational pursuits, selecting a vocation, and pursuing the training necessary after the choice has been made.

(2) The school by supplying information useful in organizing or modifying courses with occupational objectives.

(b) Interest range is defined as the scope of the individual's interests which may be determined by the locality, be it rural or urban. If the State is composed largely of rural people, then the pupil's interests will vary from those of the pupil living in an urban area.

(c) The responsibility of the school is defined to include all in the community whom the school should serve.

3. Objectives:

(a) To devise a plan for collecting and cataloging current vital occupational information:

(1) Of State and regional significance

(2) Of national importance and trends

(3) Of local labor market areas

(b) To devise a method of disseminating this material systematically to the schools of the State so that it will be available to the greatest number of individuals.

(c) To prepare instruments by means of which the curriculum may be vitalized.

(d) To prepare plans for aiding teachers, counselors, and others in gathering and organizing material concerning vocational life.

(e) To prepare plans for dissemination which will assist pupils in studying occupational opportunities in the local community.

(f) To prepare material which will encourage pupils to consider seriously several occupations in which they may be interested and which will assist them in evaluating specific information concerning these occupations of individual interest.

(g) To prepare material and instruments which will assist local schools in a general survey of occupations as a means of a broadened outlook on vocational opportunities.

(h) To provide material and instruments which will serve as a sound basis for pupils in making intelligent choices.

4. Securing Occupational Information:

- (a) Developing material and procedures for use in making local surveys.
- (b) Occupational information data—
 - (1) Secure and disseminate data in the fields of manufacture, distribution, and agriculture, including the following topics:
 - (a) Geographic factors
 - (b) Natural resources and their uses
 - (c) Development and growth
 - (d) Products
 - (e) Pay rolls
 - (f) Number of employees
 - (g) Financial stability
 - (h) General contribution to the community
 - (2) Secure and disseminate occupational data for the major occupational groups:
 - (a) Professional and managerial
 - (b) Clerical and sales
 - (c) Service
 - (d) Agriculture, fishery, and forestry
 - (e) Skilled
 - (f) Semiskilled
 - (g) Unskilled

5. Living Conditions of Workers

6. Work of Women

7. Placement Services

8. Financial Agencies

9. Trade Life of Communities and State

10. Collecting Printed Material on Occupations for Dissemination to the Schools of the State:

- (a) Free material from associations, business firms, and institutions
- (b) Information, monographs, and reports of Federal agencies
- (c) Monographs, pamphlets, and leaflets from such sources, as:
 - (1) Morgan, Dillon and Company
 - (2) National Vocational Guidance Association Broadcast Series
 - (3) Science Research Associates
 - (4) Occupational Index, Inc.
 - (5) Institute of Research
 - (6) Others
- (d) Trade journals
- (e) Research organizations
- (f) Books on specific occupational information

The State Supervisor of Occupational Information and Guidance should keep currently informed as to new material available from or in process of preparation by the Occupational Information and Guidance Service, U. S. Office of Education. Much material can be secured from this source for use in local schools.

One of the prime responsibilities of the State Supervisor of Occupational Information and Guidance is to evaluate material before sending it to a local school. Occupational patterns vary by States and areas within States, therefore the same information would not be equally valuable to all communities. But each local unit maintaining a guidance program should

receive from the State office a complete list of all available publications and all should receive certain basic material, such as the Bureau of the Census publications containing national, State, and local data. The State Supervisor must make some suggestions relative to the nature, use, and implications of data supplied.

The State Supervisor can serve the schools of the State by collecting material based on community occupational surveys, follow-up studies, and other related material and combining them in one report. He can then point out the implications and possible uses of the material. This procedure will eliminate a number of requests from schools for material which might not otherwise be available.

Where a limited number of occupational information publications of a valuable nature are available but not in sufficient quantity to be distributed to all local units within a State, a loan-packet service should be provided. These packets may be sent out to schools for a limited period of time and returned to the State office for use by other schools. The State library service may be used for this purpose, and the possibility of such services should be investigated by the State Supervisor.

Material for exhibits, dramatizations, career days, and any other occupational material which is needed by the schools and which is within the facilities of the State office should be supplied.

B. Other Types of Resource Information

The following procedures can best be cared for through personal contact. There are numerous occasions, however, when the supervisor cannot visit the school directly and must act through other channels, such as the mail.

Materials containing techniques and general information concerning the individual inventory will be of distinct value to the school planning a guidance program. This can be followed with samples of actual inventory forms and specific directions for the use of these forms.

The beginning counselor will appreciate bulletins discussing the techniques and principles of counseling. Plans for in-service training of counselors may be made available from the State office. These plans will be more meaningful if supplemented by film strips, films, or charts which demonstrate how a counseling program operates.

Local counselors will gain value from suggestions aimed to help them utilize local facilities for training of individuals. These facilities, when tied in with the school program, are of definite value. To aid the school counselor to guide seniors and drop-outs, the supervisor can prepare and publish factual information on technical schools, institutions at the college level, secretarial schools, schools of nursing, and private trade schools.

Materials concerning placement are of varying types. There are those which deal with background materials which contain college bulletins, college scholarship information, and materials dealing with job trends on the State and national levels. Probably the most useful information of a more immediate nature that can come out of the supervisor's office is that of suggested forms and practices that have been successfully used in placement.

Descriptive bulletins discussing successful follow-up studies should be sent to every school planning a follow-up of "school-leavers." While it is not recommended that any school adopt unreservedly follow-up forms developed at the State office or by other schools, such forms, when sent to local schools, afford many suggestions that will be incorporated into the forms that they will ultimately use.

School administrators who are trying to sell guidance to their communities should be able to turn to the supervisor for help with promotional materials. Such materials may include:

1. Films and film strips showing guidance programs in action.
2. Suggestions of research, pointing out weaknesses in the school which will bring out a need for guidance.
3. Studies and descriptions of successful guidance activities in other schools.

Another service that can be rendered is that of familiarizing local counselors with the offerings of local and State libraries. Few counselors make maximum use of libraries.

II. Other Services

The supervisor may supply a number of services from the State office other than that of providing resource information. The extent to which he will be able to develop such services will be largely conditioned by the staff and budget at his disposal. Some of the other services which may properly be supplied are:

A. News Letter

The news letter sent out from the supervisor's office at regular intervals may render an effective service by providing guidance workers in the field with a convenient syllabus of announcements, new bibliographies, proven guidance techniques, summaries of special studies, new occupational information, news items of guidance activities, and other material of special interest to those directly concerned with the guidance program on the local level.

B. Testing Service

In order to facilitate the development of the individual inventory, the supervisor may render a testing service which would include one or more of the following:

1. Purchase and resale of tests with particular regard to tests of interests, special aptitudes, and abilities.
2. Scoring of test forms by use of a test scoring machine maintained in the State office.
3. Loan or rental of manipulative test boards and devices which local schools may find too expensive to purchase.

C. Visual Aid Equipment Service

Many schools will find it impossible to purchase projection equipment for utilizing the wealth of available slides, film strips, and movie films. A loan or rental service for this equipment will broaden the scope of source materials for many schools.

D. Transcription Service

Recordings of occupational information prepared in an interesting manner by experts may enable some schools to add transcribed speeches or interviews to their "career-day" programs at any convenient time. Pertinent radio addresses and talks by prominent persons can in this manner be preserved and utilized over a wide area. Such recordings may be made available to schools on a loan or rental basis.

E. *Advisory Services*

Community organizations, schools, and individual workers in the field of guidance frequently seek general or specific information relative to the guidance program. Answering such inquiries may properly be considered a service that should emanate from the supervisor's office.

F. *Cooperative Services*

On occasion, other agencies or services may seek the cooperation of the supervisor in special projects, as in the case of the recent medical survey for Selective Service and the Educational Experience Summary card for the Armed Services. These projects were of national scope. Others of State or local origin may be worthy of cooperative service if the guidance program will materially benefit directly or indirectly from the service.

THE SUPERVISOR'S ANNUAL SCHEDULE

INTRODUCTION

IT IS IMPERATIVE that the State supervisor of Occupational Information and Guidance carefully plan each year's work in advance. The committee recommends that the Supervisor's Annual Schedule cover the fiscal year prevailing within the Vocational Division of his own State, usually July 1 to June 30. The objectives of the Supervisor's Annual Schedule should include the following:

1. To facilitate evaluation of the supervisor's past activities and present program.
2. To make possible more complete, economical, and effective planning of the next year's activities in accordance with needs of schools within the State.
3. To assist the supervisor in securing needed supplementary services according to individual interests, abilities, and needs of the State.
4. To reveal immediate and future needs for additional services, field activities, and guidance materials.

The supervisor's schedule should be definite in its provisions to insure adequate attention to phases of the occupational information and guidance program in need of further development; it should be flexible enough to permit needed changes in emphasis likely to arise during the year in the program.

STATE SUPERVISORY STAFF

The State Supervisor of Occupational Information and Guidance should plan the work of his division as a staff schedule rather than as a personal one. The specialized abilities of each individual on the professional and secretarial staffs should be recognized and utilized in planning the year's work as outlined in the Supervisor's Annual Schedule. A properly drawn annual schedule should provide the supervisor with a reasonably accurate judgment of the adequacy of his staff and enable him to recognize needs and make plans for the procurement of additional staff services.

MAJOR ACTIVITIES OF THE DIVISION OF OCCUPATIONAL INFORMATION AND GUIDANCE SERVICE

The professional activities of the State Supervisor of Occupational Information and Guidance may be classified according to the following areas of activity:

1. Training activities
2. Promotional work

3. Cooperation with other vocational services
4. Research projects—studies and investigations
5. Publications
6. Cooperation with other organizations and agencies
7. Professional self-improvement
8. Organization and administration

While the committee is of the opinion that the above eight areas comprise a categorical description of the supervisor's total activities, it is recognized that the need for intense activity in any given area will vary from State to State.

The State Supervisor of Occupational Information and Guidance in a State where the program is of relatively recent origin may need to spend from 1 to 3 years carrying on intensive promotional activities. On the other hand, in States having relatively advanced programs of occupational information and guidance, the supervisor will need to devote more time to other areas of activity in accordance with State and local needs.

The committee suggests that any activity which the supervisor cannot properly fit into one of the eight categories above may be regarded as a questionable expenditure of time and effort in relation to the objectives of the occupational information and guidance program. In determining his activities and those of his staff, the supervisor should subject each one to the following criteria:

1. Will this activity contribute to the development or improvement of guidance within the State?
2. Will it provide a needed service?
3. Will it serve enough persons to justify the time and cost involved?

Following are some general suggestions which the committee feels may be helpful to the supervisor with respect to the eight recommended areas of activity:

1. Training activities—in-service and pre-service

The in-service and pre-service training of counselors should be accepted by the State Supervisor of Occupational Information and Guidance as a major responsibility. Teacher-training institutions within the State should be encouraged to develop and improve facilities for providing functional guidance training for qualified teachers. Since the success of the Occupational Information and Guidance Service must be measured almost entirely by the growth and development of guidance in the public schools of the State, the supervisor should devote a major portion of his time to providing directly or through teacher-training institutions adequate facilities for in-service and pre-service guidance training.

2. Promotional work

The amount and kind of promotional work needed in a State will depend upon the stage of development of local guidance programs. It should be recognized that the need for promotion is a continuous one if local guidance programs are to be improved beyond the early stages of development. Some common types of promotional work being used in the several States in developing occupational information and guidance programs are as follows:

- (a) Personal visitation to schools
- (b) Guidance conferences (1 day or more) on area or State-wide basis
- (c) Issuance of professional materials
- (d) Securing cooperation of other staff members
- (e) Participation in professional organizations and activities

3. Cooperation with other vocational services

In accordance with the intent of the Amendment to the State Plan which established the Occupational Information and Guidance Service, the supervisor should regard cooperation with other vocational services as a responsibility. Some areas in which the supervisor may offer valuable assistance are as follows:

- (a) Professional materials developed for teachers and supervisors—
 - (1) Bibliographies
 - (2) Materials on counseling vocational students
 - (3) Occupational information—sources, kinds, use, filing, and disseminating
 - (4) Training opportunities
 - (5) Development of cumulative records
 - (6) Assistance in developing techniques for selecting students for vocational schools and classes
 - (7) Surveys and follow-up studies
- (b) Services rendered on the State level to supervisors and teacher trainers—
 - (1) Assistance with surveys to provide information needed in setting up or expanding vocational programs
 - (2) Research projects carried out in cooperation with other supervisors
 - (3) Assistance at conferences and other in-service training situations
- (c) Services rendered local vocational teachers—
 - (1) Assistance in developing counseling techniques for vocational teachers
 - (2) Assistance in the administration and interpretation of tests as selective devices
 - (3) Assistance in the development of placement and follow-up techniques

4. Research projects

The State Supervisor of Occupation Information and Guidance should carry out research projects for the purpose of determining needed services, or for improving services being offered as a part of the occupational information and guidance programs. Among the research projects which may be profitably carried out are the following:

- (a) Guidance surveys—to determine areas needing development
- (b) Follow-up studies—to measure the effectiveness of educational guidance services in local schools
- (c) Occupational surveys—to discover occupational opportunities, especially on the State level
- (d) Professional materials—prepared for use in training teachers or for use in guidance programs
- (e) Evaluations of local guidance programs

5. Publications

The committee is of the opinion that the matter of publications should be given more complete consideration than space permits in this report. The need for such treatment arises out of the following circumstances:

- (a) Certain basic principles of guidance were agreed upon by State Supervisors of Occupational Information and Guidance at the Harvard Conference, 1942.
- (b) Permission to reprint the publications of other supervisors (with credit acknowledged) was granted through common consent at the Cincinnati Conference, 1943.

Therefore, the committee recommends, in order to prevent duplication of effort among State supervisors and in the interest of consistent adherence to the principles already agreed upon, that some plan of clearance be established so that the following criteria may be met with respect to published materials issued by State Supervisors of Occupational Information and Guidance:

- (a) All publications should meet a specific need.
- (b) Time should be spent on the preparation of materials only when such materials are not available through some other source.
- (c) The content of materials issued should be consistent with the basic principles agreed upon by State Supervisors at the Harvard Conference.
- (d) Time spent in the preparation of publications should be justifiable in relation to time available for other duties and responsibilities.

6. Cooperation with other organizations and agencies

The State Supervisor of Occupational Information and Guidance should work with school and nonschool organizations when the activities involved will contribute directly to the development or improvement of guidance services—State or local. The following organizations offer opportunities for cooperation in the interest of guidance:

- (a) School organizations—
 - (1) School administrator groups
 - (2) Teacher groups
- (b) Nonschool organizations—
 - (1) National Vocational Guidance Association
 - (2) Guidance committees of local service clubs or other professional organizations
 - (3) Other organizations valuable to and interested in guidance programs in the local communities

The State Supervisor of Occupational Information and Guidance should discriminate between activities which contribute to the development or improvement of guidance and those which are merely personally gratifying. All activities should be subjected to the three criteria suggested on page 82 as a means of determining their value as guidance activities.

7. Professional self-improvement

The supervisor should guard against becoming a solitary worker by taking advantage of opportunities to participate in professional activities capable of providing self-improvement. The committee feels compelled to urge upon State supervisors the need for attending each year the Annual Conference of State Supervisors of Occupational Information and Guidance. Since this conference is the only one devoted to

considering the professional problems of the State supervisors, the presence of all such supervisors is of first importance.

In considering attendance at other educational and noneducational conferences, the supervisor should consider carefully whether he can make a real contribution as well as whether the conference itself is within his professional field.

The supervisor should know the literature in the guidance field from whatever source. In addition to reading and other private means of study, consideration should be given to attendance at summer school short courses, or in other ways securing additional amounts of technical training and information.

8. Organization and administration

(a) Basic concepts

- (1) Does the staff regard guidance as a responsibility of the entire school in which each has an important part to play?
 - (a) Are teachers aware of the increased need for guidance as a result of the changing high-school clientele and the shifting social pattern?
 - (b) Does the concept of guidance entertained by the staff include all significant areas in which pupils may need assistance in making choices?
 - (c) Is guidance clearly recognized as assistance to pupils in making decisions and not determination of choices for them?
- (2) Are the three administrative functions—leadership, service of specialists, and guidance activities of teachers—clearly recognized in the organization of the guidance service?
 - (a) Is responsibility for leadership and the coordination of guidance services definitely assigned to some individual or committee?
 - (b) Has the guidance leader a comprehensive understanding of the guidance field, including special study and practical experience, and has he the qualities of personality to command the respect of colleagues, pupils, parents, and the community?
 - (c) Are the services of special consultants—physician, nurse, psychologist, psychiatrist, and visiting teacher—available and are they effectively utilized?
 - (d) Is provision made for adequate counseling service to all pupils?
 - (e) Are all teachers held responsible for contribution to the guidance service and are specific responsibilities clearly defined?
- (3) Is adequate information about pupils available for counseling?
 - (a) Is a continuous individual inventory maintained for each pupil?
 - (b) Does the inventory include all important data about the pupil, such as: Home and environmental conditions; health, emotional and social adjustment; abilities and interests; extracurricular and out-of-school activities; educational and vocational plans; and previous school experience?
 - (c) Is information from tests used with appropriate recognition of its limitations, and recognized only as one means of understanding the pupil?

- (d) Are observational records, such as the anecdotal record, given an appropriate place in the program?
 - (e) Are records cumulative? Is appropriate information passed on from the preceding school?
 - (f) Are records developed only as there is occasion for their use in guiding pupils?
- (4) Are the various phases of guidance given appropriate recognition?
- (a) Is information about occupational trends and opportunities made available to pupils?
 - (b) Has a survey been made of occupational opportunities in the area served by the school?
 - (c) Does the guidance service provide for placement of pupils in jobs and for follow-up after they have left school?
 - (d) Are pupils assisted in their adjustment to the school through orientation courses and other guidance procedures?
 - (e) Is information about opportunities for further education made available to pupils?
 - (f) Is assistance in making desirable choices considered a responsibility of the school?
- (5) Is provision made for adequate counseling with individual pupils?
- (a) Does the school organization insure for each pupil a counselor who knows him and in whom he has confidence?
 - (b) Are those assigned to counseling responsibilities helped to develop skill in interviewing and other counseling techniques?
 - (c) Are counselors given sufficient time to carry out this important responsibility effectively?
- (6) Are group activities used effectively where appropriate?
- (a) Are appropriate reference materials provided for the various topics considered?
 - (b) Are the teachers who are to use them given a part in the preparation of materials to guide discussions? Are pupils involved in the planning?
- (7) Does the school make use of assistance available from State and national agencies?
- (a) Have neighboring schools been canvassed with a view to pooling resources in special phases of the guidance program, such as the organization of an adjustment clinic or a county-wide occupational survey?
 - (b) Are clinical services available through State hospitals or other agencies for consideration of special cases?
 - (c) Is there a State agency available for advisory service in the guidance program?
 - (d) Has the school taken advantage of materials and services of the Occupational Information and Guidance Service, U. S. Office of Education?
 - (e) Has the school established cooperative relationships with the junior branch of the State or national employment service covering the local area?
- (8) Is provision made for continuous evaluation of the guidance service in terms of pupil adjustment and effective induction into adult life?

RECOMMENDATIONS

1. State Supervisors of Occupational Information and Guidance should increase the range of activities related to cooperation with other vocational services.
2. The extension of in-service and pre-service training of guidance workers merits first consideration of the supervisor.
3. Activities which cannot be properly classified in at least one of the eight areas of activity enumerated on page 82 of this report may usually be regarded as of doubtful value to the development and improvement of guidance within the State.
4. Where such organizations do not already exist, the supervisor should encourage the establishment of an officially recognized guidance division as a part of the State teachers organization.
5. The supervisor, to keep abreast of the best practices, should constantly seek additional training through extension, correspondence, or other avenues.
6. The supervisor should develop some usable device for annually securing statistical data designed to indicate the status and recent development of guidance within his State.

RELATIONSHIPS OF THE STATE SUPERVISOR WITH THE FEDERAL OFFICE AND WITH OTHER STATE SUPERVISORS

I. The Relationship of the State Supervisor of Occupational Information and Guidance to the Occupational Information and Guidance Service of the U. S. Office of Education

The relationship between the Federal and State offices of Occupational Information and Guidance entails mutual obligations and responsibilities.

A. Obligations of the State Supervisor of Occupational Information and Guidance to the Federal Office

It is an obligation of the supervisor to make regular and special reports as may be required for official purposes. These include periodical reports, such as, monthly or quarterly reports, and one comprehensive annual report which is both descriptive and factual in nature. In addition to these, the supervisor should furnish the U. S. Office of Education with copies of all office releases, bulletins of instruction and information, and other publications prepared by him for use in local programs. It should also be his responsibility to inform the Federal office concerning significant developments or new problems which may affect the State program or be of interest elsewhere.

The supervisor should make himself available for such services as may be required of him by the Occupational Information and Guidance Service of the U. S. Office of Education and be in regular attendance at all official conferences called in the interest of the Service by the Occupational Information and Guidance Service of the U. S. Office of Education.

It is expected of the supervisor that he consult the Federal office from time to time relative to problems for which he does not have a satisfactory solution or upon which he desires advice. In other words, he is the liaison officer between the schools throughout his State and the Occupational Information and Guidance Service of the U. S. Office of Education.

B. Obligations of the Occupational Information and Guidance Service of the U. S. Office of Education to the State Supervisor of Occupational Information and Guidance

The Federal office of the Occupational Information and Guidance Service should furnish the supervisor information concerning available published materials on the national level and should also furnish him with all materials published by the U. S. Office of Education. It should also serve as a clearing house for information concerning useful practices employed by all supervisors. It is an obligation of the Occupational Information and Guidance Service of the U. S. Office of Education to make available the services of staff members for consultation by mail and visits to the States, provided that such visits are planned as far in advance as possible so that suitable time schedules and adequate preparation may be made.

II. *The Relationship of the State Supervisor of Occupational Information and Guidance to Other State Supervisors of Occupational Information and Guidance*

The relationship between State Supervisors of Occupational Information and Guidance should be one of cooperation and mutual assistance on common problems inherent in the development of their individual programs. In order to accomplish this, it is desirable for supervisors to exchange materials prepared by them for use in local programs. It is also desirable that supervisors make personal visits to other States when possible for the purpose of assisting in conferences and other activities. Supervisors should confer with each other relative to plans essential to the further development of the programs in their respective States. They should also correspond with each other relative to problems of mutual interest.

COMPILATION OF MOTIONS ON POLICY ADOPTED BY STATE SUPERVISORS OF OCCUPATIONAL INFOR- MATION AND GUIDANCE AT THE SIXTH NATIONAL CONFERENCE, JULY 24-AUGUST 12, 1944

I. Teaching of Occupational Information

The following motion was adopted:

1. That the State Supervisor promote the teaching of occupational information through specifically organized instruction required of all students and taught by a specially qualified person.

II. Activities Recommended in Postwar Planning

What is the best relationship that the Occupational Information and Guidance Service can have to postwar educational planning?

The following activities were recommended by the group:

1. Help local communities plan and make surveys that will go into a State pool.
2. Bring together surveys from different places and relay them back as summary statements to local communities.
3. Combine or utilize surveys and reports of other agencies, such as:
 - (a) Committee on Economic Development
 - (b) State planning boards
 - (c) Industrial and trade associations
 - (d) Agricultural extension service
 - (e) Other regional and local groups
4. Participate in preparation of postwar plans in company with other State supervisors and others interested. We must ready ourselves to make definite proposals to individuals and agencies concerned in the above proposals.
5. Actively contact leaders in other planning agencies and discuss guidance as a part of planning.
6. Keep informed regarding other agencies in education as to their plans and aspirations.

III. Relation to Adult Counseling, with Special Reference to Postwar Demobilization and to Related Federal Programs

The following statements were adopted by the group as a formulation of policy:

1. Adult counseling is a part of the program of the Occupational Information and Guidance Service provided in each State Plan and should receive its proper share of promotion.
2. In view of the wide range of duties of the State Supervisor, he can afford to give only a part of his time to adult counseling programs.
3. The needs of any community for assistance in the organization of community counseling services should receive attention and be taken care of to the extent that the time and resources of the supervisor can afford.

4. Any agency which has resources and authority to conduct adult guidance programs for special groups should be assisted, so far as this assistance can be fitted into the supervisor's program. If responsibility for training counselors or for other services is taken by the State Supervisor for such groups, proper professional safeguards should be required by the supervisor and adequate financial and other assistance should be provided by the agency involved.

IV. Assisting the Federal Office to Secure Information on State Activities

The following motions were passed regarding reports:

1. The Occupational Information and Guidance Service reports will be made quarterly on a staggered basis.
2. The schedule for staggering the reports will be worked out by the Occupational Information and Guidance Service of the U. S. Office of Education.

V. Value of the Annual Descriptive Report

The following statements of policy in regard to the annual descriptive report were adopted:

1. The annual descriptive report form calls attention to various areas in which goals may be established, thus governing to some extent the supervisor's schedule.
2. The annual descriptive report outline provides a basis for a supervisor's planning and evaluating his program in the light of objectives which have been set up. While the report is a general guide, the emphasis placed on various phases will vary according to the conditions peculiar to each State.

VI. The Educational Experience Summary Card and the Principle of Issuing School-Leaving Certificates

The following motions were passed:

1. It is moved that we go on record as favoring the principle of giving a school-leaving certificate to students, similar in purpose to the Educational Experience Summary card.
2. It is moved that a modified suggestive form be developed as a policy of the Occupational Information and Guidance Service by a combined committee of this group and by the Occupational Information and Guidance Service of the U. S. Office of Education, and that employers be included on the development of such a card because they can offer many practical suggestions.
3. Pending the development of a more ideal form, the present Educational Experience Summary card may be used in each State to promote the general principle involved.

VII. Giving Supervisory Service to Elementary Schools

The following motions were carried:

1. Guidance should be defined in the elementary school in terms of the functions involved.
2. The elementary school must be included in the supervisor's program. This principle involves:
 - (a) Defining in functional terms the services of guidance in elementary schools.

- (b) Including the elementary school in planning in-service training activities.
- (c) Promoting a required basic course in guidance in undergraduate elementary teacher-training institutions.

VIII. *The Place of In-Service Training in the Supervisor's Schedule*

The following motions were adopted:

1. Systematic in-service training of counselors should always be a part of the year's schedule of the State Supervisor.
2. The content and method of the training course should proceed from a job analysis, carried out by the group in training, and should emphasize what-to-do and how-to-do it.
3. A follow-up is essential to help members of the course in problems arising as they try to apply the course in their own situations.
4. It is a primary and major responsibility of the State Supervisor to conduct on-the-job training of school personnel in general and of counselors in particular as a part of supervision.
5. The State Supervisor should make sufficient supervisory follow-up through visits and by other means in places with established programs to maintain progress and expand the program of on-the-job training.

IX. *Evaluation of Local Programs*

The following motions were adopted:

1. That the group go on record as favoring the development of a program of evaluation of local programs of Occupational Information and Guidance.
2. That we recommend that this committee, enlarged as may seem necessary, continue the study of a device or devices for the evaluation of local programs of Occupational Information and Guidance and make recommendations to the whole group for adoption at a future conference.
3. That the tentative rating scale may be mimeographed and supplied to each State Supervisor for whatever use he desires to make of it.

*Supervisor's Rating Sheet for Programs in Occupational Information and Guidance*¹

<i>Area</i>	<i>Item</i>	<i>Rating</i>				
		1	2	3	4	5
Individual Inventory	Cumulative record system					
	Scholastic aptitude testing program					
	Achievement testing program					
	Interest inventories					
	Personality inventories					
	Aptitude testing program					
	Anecdotal, autobiographical, and related materials					
Occupational Information	Exploratory opportunities					
	Occupational study units					
	Reference library					
	Occupational information files					
	Visual aids					
	Occupational conferences					
	School subject relationship					
	Local occupational and follow-up surveys					

¹Referred to in "IX, 3" above.

Area	Item	Rating				
		1	2	3	4	5
Counseling	Trained counselor					
	Scheduled time for counseling					
	Suitable place					
	Every student scheduled for interviews					
	Opportunities for voluntary conferences					
	Long-time educational plan developed					
	Counseling record kept					
	Counseling extended to out-of-school youth					
Training	Basic courses for occupations					
Opportunities	Prevocational courses					
	Proper selection for vocational courses					
	Vocational courses					
	Work experience provided					
	Information on training opportunities					
	Part-time and evening classes					
Placement	Part-time job placement					
	Vacation employment					
	Initial job placement					
	Placement records					
	Educational Experience Summary cards provided					
	Cooperate with United States Employment Service and local employers					
Follow-up	Contacts maintained with "school-leavers"					
	Adjusted placement needs determined					
	Educational and vocational requirements of jobs determined					
	Curriculum adjustments and revisions					
Promotion and	Faculty meetings					
Improvement	P. T. A. and alumni associations					
	School newspaper					
	Local press and radio					
	Bulletin board and library displays					
	Student assembly programs					
	Professional reference library					
	In-service training for counselors and teachers					
	Adequate funds appropriated or raised					
	Civic and service groups					
	Local employers and business interests					



APPENDIX

An evaluation of the conference, reported on the blank which is printed below, was secured from each member.

A summary of the answers on the evaluation report must be omitted here because of space requirements, but a complete summary was sent to each member. The purpose of including the evaluation blank is to reveal the importance given to the critical opinion of the members. In general this opinion was generous, although generosity was combined with many constructive suggestions valuable in case another similar conference is planned. Of the 57 members, 51 requested a comparable conference next year; 5 made no reply to this question; and 2 thought a similar conference was undesirable.

Evaluation Blank

Sixth National Conference of State Supervisors of Occupational Information and Guidance, Traverse City, Mich., July 24-August 12, 1944

Committee: Fair, J. H. Hughes, McKnight, Pulliam, Purvine, Wygal.
Name of conferee.....
Address (home).....
.....

	Good	Satis- factory	Unsatis- factory
I. Rate the conference on the following items, considering war conditions in your judgment:			
1. Centrality of location.....			
2. Housing.....			
3. Food facilities.....			
4. Accessibility.....			
5. Climate.....			
6. Accommodations for work.....			
7. Library and reference facilities.....			
8. Cost compared to value received.....			

	Good	Satis- factory	Unsatis- factory
II. Rate the type of work in terms of what you found most rewarding; also rank the five following items—1, highest; 5, lowest—according to value for you:			
1. () Lecture and discussion. (Period 1) -----			
2. () General session. (Period 2) -----			
3. () Laboratory or specific assignment. (Period 3) -----			
4. () Committee work. (Afternoon) -----			
5. () Reports of committees and discussion. (Afternoon) -----			
III. Rate the <i>total professional</i> value of the conference for you -----			
IV. Was three weeks the right period? () Yes () No. If you answer "no", what period is better? -----			
V. Considering the <i>total composition</i> of the group, suggest any topics which should have been added to the agenda ----- ----- -----			
VI. Considering your <i>personal</i> point of view, suggest topics which should have been added to the agenda ----- ----- -----			
VII. What <i>one</i> element in the conference constituted its greatest lack? ----- -----			
VIII. What <i>one</i> element in the conference constituted its greatest contribution? ----- -----			
IX. Shall a comparable conference be called next year? () Yes () No.			
X. Please write in the remaining space any comments or suggestions of any nature you have in mind.			

